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<sup>1</sup>The letter (a) following entry numbers indicates citation of abstracts which are primary publications; these are usually of theses or of papers read at professional meetings.



# Psychological Abstracts

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## EDITORIAL NOTE

It is with satisfaction that the editors report the receipt of many valuable letters from psychologists in response to the editorial note in the January issue. Correspondents have offered their services as abstractors, and have been constructively critical in respect to policies and procedures. Continued interest of psychologists in the problems of publishing the ABSTRACTS will be constantly helpful.

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A new *Manual for Abstractors* has been prepared which gives in some detail a description of abstracting policies and methods. This has already been furnished to regular abstractors. Copies will be sent to anyone requesting them as long as the supply lasts.

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We call attention to entries in this issue numbered 1055 and 1303 as examples of a method which is being introduced in the treatment of books technically known as collections. These are books in which separate chapters or sections are papers by different authors. Such books will, in the future, have one entry for the whole which will indicate the general nature and point of view, and will refer to separate abstracts for each of the pertinent papers. In this manner we hope to make more available important material which otherwise might be neglected.

## GENERAL

(incl. Statistics)

961. Allison, L. W. In memory of Lord Balfour. *J. Amer. Soc. psych. Res.*, 1945, 39, 157-159.—Gerald William Balfour, second Earl of Balfour, passed away on January 5, 1945. His contributions to psychical research are reviewed here.—B. M. Humphrey (Duke).

962. Baldwin, F. M., & Panzer, B. I. An electromagnetic sphygmograph of new and simple design. *Proc. Soc. exp. Biol., N. Y.*, 1946, 63, 263-264.—The recording arrangements of a 200 ohm, single button Model W carbon granule microphone (as a tambour substitute) in the transcription of pulse pressure waves from the superficial arteries are described and diagrammed.—L. A. Pennington (Illinois).

963. Bally, G. Der Psychebegriff in der medizinischen Psychologie. (The psyche-concept in medical psychology.) *Schweiz. Arch. Neurol. Psychiat.*, 1946, 57, 7-15.—From Descartes' distinction between the *res cogitans* and the *res extensiva* to the latter half of the 19th century, medical psychology

identified science with objectivity, measurement, and materialism, eschewing all vitalistic romanticism and leaving wholly out of account the role of the *res cogitans*, i.e., the subject. Finally came Freud and Adler, bringing with their theory of the neuroses recognition on the part of medical psychology of the psyche-concept. In the hands of the psychoanalysts the concept assumes several forms: the psyche as instinct, the unconscious, archetype, libido is mythologized, transcendentalized or else reified, quasi-mechanized. The author believes the final and present-day stage in the psyche-concept of medical psychology is a personalistic or organismic one, according to which man is viewed as a psychophysical person, a subject-object in development.—F. C. Sumner (Howard).

964. Bernal del Riesgo, A. *Psicología humana; curso panorámico*. (Human psychology; a survey course.) La Habana: Imprenta de la Universidad de La Habana, 1946. Pp. xix + 477.—The 28 chapters are distributed under the headings Foundations, Personality, Motivation, Acquisition, Thought, and Intelligence, which constitute the parts of the book. There are 78 figures in the text, reading lists, and a bibliography compiled from the notes. Recent experimental material, especially from English language journals, is heavily drawn upon. In planning the distribution of material the author consulted the interests of university students.—H. D. Spoerl (American International College).

965. Bixler, R., & Seeman, J. Suggestions for a code of ethics for consulting psychologists. *J. abnorm. soc. Psychol.*, 1946, 41, 486-490.—A practical code of ethics must stem from our accepted values of human rights, dignity, and freedom. The development of consulting psychology in agencies has confused the responsibility to individual clients, who should know whether information will be confidential or imparted to agencies. Treatment interviews should always be confidential, but psychometric data should be disseminated to related professional agencies which will benefit from accurate data. The clinician has a social obligation to spread correct principles of mental hygiene and to render service regardless of the ability to pay. It is too early to expect agreement on a code of details of therapy.—C. M. Harsh (Nebraska).

966. Blumenfeld, W. *Introducción a la psicología experimental*. (Introduction to experimental psychology). Lima, Peru: Editorial Cultura Antartica, 1946. Pp. 416.—An amplification of the author's course, *Introduction to Experimental Psychology*, conducted at the National University of San Marcos in Lima, Peru, the book describes the data of psychology and the objectives and methods of

psychological investigation and presents a systematic discussion of the main body of fact and theory considered fundamental in a scientific psychology. There are chapters on the psychology of sensation, perception, attention, learning, memory, the unconscious, voluntary and involuntary action, thinking, intelligence, emotion, and personality. 222-item bibliography.—C. F. Scofield (Buffalo).

967. Brentano, F. *Briefe Franz Brentanos an Hugo Bergmann*. (Letters by Franz Brentano to Hugo Bergmann.) *Phil. phenomenol. Res.*, 1946, 7, 83-158.—These letters, which are edited by H. Bergmann, were written in the years from 1906 to 1914. Many different psychological and philosophical questions are touched upon, and contemporary tendencies in these fields are criticized.—F. Heider (Smith).

968. Bridges, J. W. *Psychology, normal and abnormal; an introduction to the study of mind and behavior*. (Rev. ed.) Toronto: Pitman, 1946. Pp. xviii + 470. \$4.50.—This is an introductory text presenting normal and abnormal phenomena of sensation, perception, original behavior, needs, feeling, emotion, habit and learning, memory, and images and ideas. Later chapters cover imagination and thought, belief and doubt, imitation, suggestion, hypnosis, play, work and fatigue, motivation, mental conflict, sleep and dreams, intelligence, special abilities, temperament and character, and personality. Brief discussions of psychopathology and applied psychology conclude the book. (See also 4: 2871.)—R. D. Norman (Vet. Adm.).

969. Bryan, A. I., & Boring, E. G. *Women in American psychology: factors affecting their careers*. *Trans. N. Y. Acad. Sci.*, 1946, 9, 19-23.—On the basis of questionnaire returns from 245 women who took Ph.D.'s in psychology between 1921 and 1940 and a matched group of men, a number of generalizations are made regarding the professional progress of women. (1) The family background of the women tends to have been more favorable to advanced education than that of the men: the educational and professional levels of the parents were the higher. (2) Slightly fewer women than men are engaged in full-time psychological work. (3) It is agreed that in most instances women are professionally at a disadvantage because of their sex; women on the average earn 20-40% less than men of the same age. (4) Marriage and children are adverse influences in the women's careers. (5) Women spend less time on professional reading, writing, and research than do men, more time in domestic activities, and about the same in recreational activities. (6) Both groups express general satisfaction with their training and their profession. It is concluded that the women "form, on the whole, a very well adjusted group, well-poised, not militant, and yet, when marriage does not interfere, professionally quite as active as the men." (See also 18: 3348; 20: 2155; 21: 970.)—F. W. Finger (Virginia).

970. Bryan, A. I., & Boring, E. G. *Women in American psychology: factors affecting their pro-*

*fessional careers*. *Amer. Psychologist*, 1946, 2, 3-20.—Questionnaire data for a population of 245 women granted Ph.D.'s in psychology from 1921 to 1940 are summarized. For comparison, data for 247 men completing training at the same time are tabulated. Topic headings in the discussion are: physical characteristics; family background; development of professional interest; attitudes toward training; prejudice and employment; professional employment; attitudes toward professional work; effect of sex on career; relation of marriage and children to career; professional activities outside of the job; and activities outside of the profession. (See also 18: 3348; 20: 2155; 21: 969.)—N. R. Bartlett (Johns Hopkins).

971. Burns, R. J. *Plato and the soul*. *New Scholast.*, 1946, 20, 334-343.—Plato believed the soul of man to be a weak and inferior copy of the "world-soul," created autonomously for a series of transmigrations. The soul possesses the faculties of reason, understanding, faith, and perception of shadows. The soul peers out through the senses rather than perceiving in or with them. The ideas of transmigration and retribution are intimately related.—G. S. Speer (Illinois Inst. Tech.).

972. Burstein, S. R. *Gerontology: a modern science with a long history*. *Post Grad. med. J.*, 1946, 22, 185-190.—The recent branch of science which studies all the problems of ageing: medical, psychological, social, economic, and cultural, has been designated gerontology. The author traces both its short history and its long past as far back as Biblical and classical times. A bibliography is appended.—F. C. Sumner (Howard).

973. Carnap, R. *Theory and prediction in science*. *Science*, 1946, 104, 520-521.—This article discusses the problem of the prediction of a future event and the observational evidence available at the present time, specifically with reference to the task of judging, on the basis of given observational evidence, the reliability of an hypothesis. The controversial issues are briefly outlined. The first is concerned with the question whether there is any rational and objective procedure for judging the reliability of hypotheses and, if so, what is their form. Can only comparative judgments be made or can a quantitative evaluation be given? A further problem concerns the nature and meaning of such judgments. Some believe that the concept of the reliability of an hypothesis must be based upon, or identified with, the statistical concept of probability. Others consider the concept as similar to the deductive judgments stating that a given conclusion follows logically from given premises. The author believes that these views are not incompatible but complementary and that further study will clarify the nature of each view and its relations to the others.—F. A. Mote (Wisconsin).

974. Caspe, S. *Mechanism vs. vitalism*. *Amer. J. Pharm.*, 1946, 118, 279-285.—The interminable controversy between mechanism and vitalism results from a false premise of discontinuity between animate and inanimate matter. When matter exhibits



at least these activities: metabolism, reproduction, and internal adaptation to change in environment, it is biologically considered life. Inanimate matter often manifests one or more of these activities but is still considered dead. In the growth of arborescent crystals, the formation of rocks, the Brownian movements of small particles in water, in reproduction by multiple fissure, and in the internal response of the atom structure to external stimuli the author sees the animate character of so-called dead matter and is of the conviction that all nature is animate.—*F. C. Sumner* (Howard).

975. Chapin, F. S. An application of *ex post facto* experimental design. *Sociometry*, 1946, 9, 133.—Abstract.

976. Child, A. On the theory of the categories. *Phil. phenomenol. Res.*, 1946, 7, 316-335.—This is a philosophical discussion of the notion of category. Categories in act are defined as formalizing intentions, categories in potency are "predispositions to take the world as such-and-such in a schematic manner." The a-priori character of categories, their relation to concepts, and the problem of whether they change or not is discussed.—*F. Heider* (Smith).

977. Criswell, J. H. Measurement of reciprocation under multiple criteria of choice. *Sociometry*, 1946, 9, 126-127.—In the sociometric test a special statistical problem arises when the subject is asked to make choices on several criteria in that the usual definition of reciprocation may not cover all the cases where it occurs. This paper gives formulae which express the number of reciprocations and non-reciprocations to be expected on the basis of chance for such situations.—*G. A. Kimble* (Brown).

978. Davis, F. B. A brief comment on Thurstone's Note on a Reanalysis of Davis' Reading Tests. *Psychometrika*, 1946, 11, 249-255.—A comparison of factorial analyses made by Thurstone and by the writer shows that they differ in 3 important respects. The results of the two analyses are compared with respect to their social utility, which is offered as a proper criterion for judging the merit of factorial analyses performed by different mathematical procedures. (See also 19: 246; 21: 295.)—(Courtesy of *Psychometrika*).

979. Ehrlich, W. Zur Lehre vom Karma. (On the doctrine of karma.) *Schweiz. Z. Psychol. Anwend.*, 1946, 5, 212-220.—According to the concept of karma man spontaneously creates something new which then exists eternally. This is in contrast to European thinking, according to which whatever is eternal must always have existed.—*K. F. Muenzinger* (Colorado).

980. Garrett, H. E. Statistics in psychology and education. (3rd ed.) New York: Longmans, Green, 1947. Pp. xii + 465. \$4.00.—The new revision of this textbook resembles previous editions in general style and level of treatment. The most striking changes consist of the inclusion of new topics; there are sections of chapters on small-sample formulae, on analysis of variance, and on the Wherry-Doolittle

method of test selection. The space given over to little-used techniques has been reduced. The treatment of several of the standard topics has been considerably revised. (See also 11: 3956.)—*I. L. Child* (Yale).

981. Hammond, W. H. Factor analysis as applied to social and economic data. *Brit. J. educ. Psychol.*, 1946, 16, 178.—Abstract of Ph.D. thesis, Univ. of London.

982. Irving, J. A. George Sidney Brett, 1879-1944. *Psychol. Rev.*, 1947, 54, 52-58.—Obituary.—*M. A. Tinker* (Minnesota).

983. Jensen, H. E. Charles Abram Ellwood, 1873-1946. *Amer. J. Sociol.*, 1947, 52, 362.—Obituary.—*D. L. Glick* (Tulane).

984. Johnson, D. M. Technique for analysis of a highly generalized response pattern. *Psychol. Rev.*, 1946, 53, 348-361.—The problem of theoretical analysis of behavior in relation to patterns of stimuli is attacked by a study of responsiveness to short sequences of numbers arranged as in rating scales, except that the numbers have no reference to specific objects or attributes. Hypotheses were set up and tested for responses to series of 3, 4, and 5 numbers. The theory worked well for 3 numbers, but not for 4-number and 5-number sequences. Further analysis revealed that data from all sequences can be successfully treated as a combination of the generalization principle and either an end effect or a cyclical trend. Indications are that the various positions of a rating scale, regardless of what is being rated, are not used with equal frequency. Certain positions have special attractiveness.—*M. A. Tinker* (Minnesota).

985. Lundberg, G. A. Can science save us? New York: Longmans, Green, 1947. Pp. 122. \$1.75.—The scientific method which has proved so valuable in the physical sciences is equally applicable to the solution of problems of human society. There is evidence from psychology and sociology that this is true, but because of prescientific thoughtways currently prevalent there are severe limitations to the application of objective scientific methodology in the social sciences. Ethical, artistic, or other values will not be destroyed by scientific study of social problems. Science can determine the most economical way of reaching a goal, but it cannot determine the goal to be reached. The method of science cannot answer pressing social problems immediately, but without it the problems will probably never be solved.—*C. M. Louttit* (Sampson).

986. Mailloux, N. Les fondements de la psychologie dynamique d'après saint Thomas d'Aquin. (The fundamentals of dynamic psychology according to St. Thomas Aquinas.) *Rev. Psychol., Montréal*, 1946, 1, 8-17.—The author reviews, with extensive Latin footnotes, Aquinas' theories of dynamic psychology, relating them with behaviorism and with the more dynamic Freudian contributions. Intelligence, will, and emotions need a dynamic explanation. The best of human behavior must be

controlled by the superior forces of will and reason.—*R. W. Husband* (Iowa State).

987. Parsons, T. Edward Y. Hartshorne, 1912-1946. *Amer. sociol. Rev.*, 1946, 11, 755-756.—Obituary.—*H. H. Nowlis* (Iowa).

988. Patterson, C. H. On the problem of the criterion in prediction studies. *J. consult. Psychol.*, 1946, 10, 277-280.—This paper is offered as a supplement to Jenkins' paper, "Validity for What?" (see 20: 3975). After numerous basic problems have been solved, rating scales can reach a place of optimum value as criteria for prediction studies. We should not condemn and ignore ratings because of unreliability, but strive to perfect them and increase their reliability since they measure difficult and essential variables.—*S. G. Dulsky* (Personnel Inst., Chicago).

989. Reynolds, W. A. A prepunched master deck for the computation of square roots on IBM electrical accounting equipment. *Psychometrika*, 1946, 11, 223-238.—This paper presents a prepunched deck of cards to enable the extraction of square roots on standard punch card tabulating equipment. Such a deck is valuable in constructing mathematical tables which involve square roots or in obtaining standard deviations in connection with computing correlation coefficients. By using a deck of reciprocals in conjunction with the deck for square roots, correlations may be solved completely on IBM equipment.—(Courtesy of *Psychometrika*).

990. Rusch, H. P., Potter, V. R., & Miller, J. A. An improved feeder for mice. *Proc. Soc. exp. Biol.*, N. Y., 1946, 63, 431-432.—This inexpensive and easily constructed apparatus is designed for the controlled and individual feeding of laboratory mice and rats. Food spilling and contamination as well as food intake can be controlled.—*L. A. Pennington* (Illinois).

991. Schmid, J., Jr. Calculation of the critical ratio from gross scores. *J. educ. Res.*, 1946, 40, 219-220.—"The calculation of the critical ratio of a difference between means of samples, matched individually by pairs, to the standard error of the difference between the means can be greatly simplified by the formula

$$C.R. = \frac{\sqrt{n-1}(\Sigma X - \Sigma Y)}{\sqrt{n} \Sigma (X - Y)^2 - (\Sigma X - \Sigma Y)^2}$$

where  $n$  is the number of pairs and summation is from 1 to  $n$ ." The derivation of the formula is given.—*M. Murphy* (Pennsylvania).

992. Schneider, H. W. A history of American philosophy. New York: Columbia University Press, 1946. Pp. xiv + 646. \$4.50.—The development of American philosophy as delineated in this book is reflected in the major section titles: Platonism and Empiricism in Colonial America, The American Enlightenment, Nationalism and Democracy, Orthodoxy, The Transcendental Temper, Evolution and Human Progress, Idealisms, and Radical Empiri-

cism. The place of psychology in this history is specifically dealt with in the 4th, 6th, and 8th sections. Guides to the literature following each section give selected bibliographic notes on the subjects covered. The notes to chapters 19 to 21 in section 4 include a bibliography of the chief American texts on mental and moral philosophy published between 1822 and 1892.—*C. M. Louttit* (Sampson).

993. Shartle, C. L. Occupations in psychology. *Amer. Psychologist*, 1946, 1, 559-582.—"This article presents descriptions of twenty-eight psychological occupations. For each of the twenty-eight occupations a principal title and the most common alternative titles are given. Each description consists of three parts: the duties performed, the qualifications required, and the approximate salary and prospects for advancement. These descriptions are classifications of positions, not of psychologists. Each description is a composite or a combination of several quite similar positions. The descriptions are necessarily general; they in no way replace information about specific positions in any locality. They are intended as a guide for persons who desire to know the general duties in occupational areas in which psychologists are employed. . . ."—*N. R. Bartlett* (Johns Hopkins).

994. Sheffield, E. F. The demonstration interview. *Occupations*, 1946, 25, 172-174.—Recommended methods of demonstrating the interview are: sound films; recordings, phonographic or wire; dramatization with a prepared script; *ad lib* interview of volunteer from class by the instructor; observation of practice interviews; and observation of a genuine interview through a one-way screen.—*G. S. Speer* (Illinois Inst. Tech.).

995. Taylor, J. L., & Teicher, A. A clinical approach to reporting psychological test data. *J. clin. Psychol.*, 1946, 2, 323-332.—Clinical psychologists are behind physicians and social workers in developing a methodology for recording and reporting test findings. The method of reporting should be adapted to the referral reason. Three methods of reporting data are outlined, each referring to one of the main reasons for which patients are referred to the psychologist—for a general evaluation of his mental level, for aid in making differential diagnoses, and for a general personality evaluation of the patient.—*L. B. Heathers* (Univ. Washington).

996. Thompson, E. T. Charles Abram Ellwood, 1873-1946. *Amer. sociol. Rev.*, 1946, 11, 753-754.—Obituary.—*H. H. Nowlis* (Iowa).

997. Trotter, A. H. [Ed.] Doctoral dissertations accepted by American universities, 1945-1946 (Number 13). New York: H. W. Wilson, 1946. Pp. xiv + 71. \$1.50.—This thirteenth annual list of doctoral dissertations, compiled for the Association of Research Libraries, has a section on psychology and includes pertinent references in other fields. Information concerning publication of dissertations and methods of securing those unpublished are given.—*C. M. Louttit* (Sampson).



998. Ulrich, C. F. *Ulrich's periodicals directory; a classified guide to a selected list of current periodicals foreign and domestic.* (5th ed., post-war.) New York: R. R. Bowker, 1947. Pp. x + 399. \$15.00.—This edition includes approximately 7,500 entries of current periodicals chiefly from the Americas and the British Empire, indicating title, date of origin, frequency, price, publisher, place of publication, annual and cumulative indexes, etc. Special features such as abstract, bibliography, or book review sections are noted. Arrangement is made by major subjects among which are psychology, medical sciences (including ophthalmology, pediatrics, psychiatry, etc.), education, labor (including personnel), and other cognate subjects. Information is given regarding periodicals which are, or were at some previous time, abstracted or indexed in *Psychological Abstracts*, *Quarterly Cumulative Index Medicus*, *Education Index*, or any other of the 25 index and abstract services listed. There is an exhaustive index of titles and subjects and a key to the subject classification.—C. M. Louttit (Sampson).

999. Vance, R. B. Ernest R. Groves, 1877-1946. *Amer. sociol. Rev.*, 1946, 11, 754-755.—Obituary.—H. H. Nowlis (Iowa).

1000. Weichelt, J. A. A first-order method for estimating correlation coefficients. *Psychometrika*, 1946, 11, 215-221.—A rapid method of estimating a correlation coefficient is given. The method expresses the correlation coefficient as the ratio between two differences in sums (or means) of the dependent variable computed only for extremes of the bivariate distribution. A trial shows that this method gives results similar to the product-moment correlation coefficient. Extensions of the method to qualitative data are also suggested.—(Courtesy of *Psychometrika*).

1001. Whitney, E. A. The American Association on Mental Deficiency; brief history and purposes. *J. clin. Psychol.*, 1946, 2, 394-396.—This is a brief report on the changing policies of the American Association on Mental Deficiency. The present policies and objectives of the association are outlined in more detail. The author appeals for co-operation from allied fields in making these objectives realities.—L. B. Heathers (Univ. Washington).

1002. Wilson, W. H. The Middle East adaptometer. *Brit. J. Ophthalm.*, 1946, 30, 645-657.—This light and portable apparatus for testing the limits of dark adaptation was devised for use with the armed forces in the Middle East. A description is given of the essential parts of the apparatus and its calibration. Instructions for its use are given. The discussion of the obtained results indicates that the apparatus was well adapted to certain war needs.—M. A. Tinker (Minnesota).

1003. — Goodwin Watson. *J. consult. Psychol.*, 1946, 10, facing p. 237.—Portrait.—S. G. Dulsky (Personnel Inst., Chicago).

[See also abstracts 1028, 1032, 1034, 1036, 1186, 1247, 1292, 1310, 1314.]

## NERVOUS SYSTEM

1004. Alpers, B. J. The brain changes associated with electrical shock treatment; a critical review. *J. Lancet*, 1946, 66, 363-369.—That brain changes follow electrical shock treatment seems evident from a review of the literature, but it has not been proved whether they are transitory or permanent. Other complications make estimation difficult, but scattered cell loss and cell changes have been observed in experimental animals and to a less degree in man. The author believes this therapy should be used judiciously and sparingly and only in cases which can definitely profit from its application.—F. A. Cooksley (Medical Writing Service).

1005. Barnes, T. C., & Beutner, R. The production of electricity by nerve. *Science*, 1946, 104, 569-570.—Results from experiments on the effect of biological substances on the "oil-cell" model of the nerve impulse are discussed as evidence supporting the theory that the electrical nerve impulse is a phase-boundary potential produced by acetylcholine in contact with nerve lipid.—F. A. Mote (Wisconsin).

1006. Hyndman, O. R. Evidence that functional regeneration of sympathetic nerves in man occurs in only post-ganglionic neurones. *J. nerv. ment. Dis.*, 1947, 105, 82.—Abstract.

1007. Redlich, F. C. Value of electroencephalography in differential diagnosis of epilepsy and fainting. *Dis. nerv. Syst.*, 1946, 7, 362-367.—Using the Gibbs EEG classification with modifications made necessary by military considerations, it was found that the EEG was diagnostically confirmatory in 61%, indeterminate in 24%, and nonconfirmatory in 15% of 134 cases with established clinical diagnoses of epilepsy, fainting, or hysterical fits. It is concluded that the test is particularly useful in military neurology.—C. E. Henry (Inst. Juvenile Research, Chicago).

1008. Robinson, L. J. Results of repetition of electroencephalography in adult epileptics. *J. nerv. ment. Dis.*, 1946, 104, 486-488.—Electroencephalography was repeated during nonconvulsive periods after an interval of 5 to 7 years on 100 adults with idiopathic epilepsy and 40 adults with symptomatic epilepsy. Although the incidence of abnormality in brain waves was somewhat less in the symptomatic than in the idiopathic group, the agreement between initial and final recordings was somewhat closer in the former group than in the latter group. For 97.5% of the former group, the repeated recordings were either the same as, or worse than, the initial recordings; for the latter group, the corresponding percentage was 95%. It is concluded that the electroencephalograms of adults under unchanging therapy are highly reliable.—L. B. Heathers (Univ. Washington).

[See also abstracts 1049, 1111, 1114, 1116.]

## RECEPTIVE AND PERCEPTUAL PROCESSES

1009. Adams, E. Q. Developments of the concept of chromatic value. *J. opt. Soc. Amer.*, 1946, 36, 717.—Abstract.

1010. Agarwal, R. S. Hypermetropia. *Indian med. J.*, 1946, 40, 215-217.—Hypermetropia or farsightedness is the source of 80% of eye troubles. The author sees the best cure not in the use of glasses but in a gradual relaxation of eye muscles at the near point rather than at the far point.—F. C. Sumner (Howard).

1011. Agarwal, R. S. Poor eye sight. *Antiseptic, Madras*, 1946, 43, 582-587.—Evidence is adduced to the effect that poor eye sight in the absence of organic defects and refraction error is frequently of a psychogenic nature. The author has found interest or lack of interest determinant of keen or poor eye sight. The school is the place where poor vision of a psychogenic character thrives, owing to the compulsory nature of so many tasks of a reading and remembering kind. Also poor memory may give rise to the illusion that one is suffering from poor eye sight. Methods of detecting and treating psychogenous poor eye sight are indicated.—F. C. Sumner (Howard).

1012. Blackwell, H. R. Contrast thresholds of the human eye. *J. opt. Soc. Amer.*, 1946, 36, 624-643.—Visual contrast thresholds of the normal human observer were determined for a wide range of field brightnesses. The observers were asked to detect the presence of a circular test patch which was projected onto the adapting field. Data were obtained for patches lighter and darker than the field, with two values of exposure time and various sizes of test patch. The contrast thresholds were determined by the psychophysical method of constant stimuli involving 5 degrees of contrast for each threshold determination. The resulting data are summarized in tables and graphs based upon some 450,000 responses.—L. A. Riggs (Brown).

1013. Blackwell, H. R. Contrast thresholds of the human eye. *J. opt. Soc. Amer.*, 1946, 36, 714. (See also 21: 1012.)—Abstract.

1014. Cohen, J. Color adaptation to stimuli of different spectral composition but equal I.C.I. specification. *J. opt. Soc. Amer.*, 1946, 36, 717.—Abstract.

1015. Coleman, H. S. & Harding, S. W. Notes on the scattering of light in optical fire control instruments. (NRDC Rep. No. 16.1-144; OSRD Rep. No. 6108, 1945; Publ. Bd. No. 43059.) Washington, D. C.: U. S. Dep. Commerce, 1946. Pp. 56. \$2.00, microfilm; \$4.00, photostat.—This report describes preliminary studies of scattered light in several fire control instruments and its effect on the performance of these instruments. In devising means of studying the problem, 3 new pieces of equipment have been developed: the artificial sky apparatus, the variable contrast target, and a

resolution striaescope. Preliminary investigations demonstrate the fact that there is a scattering of light present in telescopes of the M-71, M-72, and M-76 types when there is a bright surround (outside of the field view). This scattered light in the instruments reduces the contrast of the image formed in the telescope, and in some cases, where the target is poorly illuminated or of low contrast, the scattered light from a bright surround might even obliterate the target. A study of the resolving power of the eye was made, using targets in which the line density was made to vary continuously from the white part to the center of the black part of the lines, in an effort to stimulate targets which might be seen through an instrument, especially where scattering is present. It was found that this type of target in itself did nothing to cause a deterioration of the resolving power of the eye at various pupil sizes, at least with the target well illuminated. A preliminary comparison of the performance of two M-71 telescopes, one with coated optics, and one with uncoated optics, indicated that the coating does nothing to reduce the amount of scattering of light in the M-71 telescopes. However, higher transmission in the coated optics made it possible to see better when illumination was low.—(Courtesy of *Bibl. scient. industr. Rep.*, U. S. Dep. Commerce).

1016. Duntley, S. Q. Contrast reduction by the atmosphere along inclined paths of sight. *J. opt. Soc. Amer.*, 1946, 36, 713.—Abstract.

1017. Ellerbrock, V. J. Report on survey of optical aids for subnormal vision. *J. opt. Soc. Amer.*, 1946, 36, 679-695.—A condensation of a report submitted to the Committee on Sensory Aids of the Office of Scientific Research and Development. Persons having a visual acuity of 20/70 or less, even when fully corrected for refractive errors by the use of spectacles, are said to have subnormal vision. Such persons have been aided by the use of telescopic spectacles primarily; and by other telescopic aids such as hand magnifiers; afocal magnifying lenses; reading lenses; contact lenses; pinhole and stenopaic spectacles; tubular spectacles; and various projection systems. The success attending the use of such aids by persons with subnormal vision depends in large part upon psychological factors of motivation and adjustment. Perceptual and reading problems are also involved. The period of initial adjustment to the visual aid is a critical one in which the patient must receive constant guidance and encouragement. 54-item bibliography.—L. A. Riggs (Brown).

1018. Fry, G. A. The relation of the length of a border to its visibility. *J. opt. Soc. Amer.*, 1946, 36, 713.—Abstract.

1019. Gates, A. I., & Kushner, R. E. Learning to use hearing aids; a study of factors influencing the decision of children to wear hearing aids. New York: Bureau of Publication, Teachers College, Columbia University, 1946. Pp. 77. gratis.—This is a report of the Subcommittee of the Committee on Problems of Deafness of the National Research



Council. It is based on a detailed case study of 38 children previously provided with hearing aids. Comparison is made between 25 children who used the hearing aid with 13 who had not been wearing their hearing aid since 1943. On the basis of case studies, the Wechsler-Bellevue, and the Bernreuter, the 2 groups are contrasted in regard to physical factors, intelligence, personality, home conditions, and school and social factors. The summary includes suggestions for the improvement of hearing aids and suggestions to parents, teachers, and counselors who aim to help adjust the hard-of-hearing child to the use of a hearing aid.—*J. B. Rotter* (Ohio State).

1020. Hardy, L. H., Rand, G., & Rittler, M. C. A screening test for defective red-green vision. *J. opt. Soc. Amer.*, 1946, 36, 610-614.—For the purpose of a screening test, 18 plates have been selected from the 46 plates of the American Optical Company series of 1940. The selection was made on the basis of a critical score between 365 normal subjects and 117 subjects classified as having defective red-green vision. The original classification of the subjects was made by the use of a wider and more highly diagnostic set of tests not generally available at the present time. Specific directions are included for giving and scoring the 18-plate series, which is found to be an effective and readily available means of differentiating between normal and defective color vision.—*L. A. Riggs* (Brown).

1021. Heider, F. Report of Clarence W. Barron Research Department, Psychological Division. *Rep. Clarke Sch. Deaf*, 1946, 79, 23-25.—The research work on psychological problems of the deaf carried on in this department is briefly described.—*C. M. Louttit* (Sampson).

1022. Hendley, C. D. The relation between visual acuity and brightness discrimination. *J. opt. Soc. Amer.*, 1946, 36, 714.—Abstract.

1023. Imus, H. A. A performance test of stereopsis. *J. opt. Soc. Amer.*, 1946, 36, 714.—Abstract.

1024. Jahn, T. L. Color vision and color blindness: a mechanism in terms of modern evidence. *J. opt. Soc. Amer.*, 1946, 36, 595-597.—The "dominator" and "modulator" concepts of Granit are assumed to refer to ganglionic axons and not to types of cone. It is assumed that a ganglionic axon of the dominator type derives its excitation from a convergence upon it of all types of cone receptor. A modulator axon, on the other hand, is connected to but a single type of cone. It is further assumed that protanopia represents a specific deficiency of the red-sensitive cones, so that the red component is missing from both the dominator and the modulator type of ganglionic axon. Deuteranopia, on the other hand, is assumed to represent merely a deficiency in the connections between the green-sensitive cones and the corresponding modulator axons, these cones themselves and their connections with the dominator axons remaining unaffected. It is assumed that Hecht's analysis of color vision, based upon 3 curves of spectral sensitivity which differ

only slightly one from another, applies not to 3 types of cone but rather to "... the fused action of both dominators and modulators as measured at some higher center in the central nervous system."—*L. A. Riggs* (Brown).

1025. Jahn, T. L. The kinetics of visual dark adaptation. *J. opt. Soc. Amer.*, 1946, 36, 659-665.—Several sets of existing data for human dark adaptation are analysed in an attempt to provide a theoretical basis for their interpretation. It is assumed that visual purple is regenerated by two simultaneous reactions, one of which is autocatalytic and the other mono- or bimolecular in nature. "Curves calculated on this basis have a time course that is very similar to that of the data for dark adaptation calculated in terms of sensitivity."—*L. A. Riggs* (Brown).

1026. Knoll, H. A., Tousey, R., & Hulburt, E. O. Visual thresholds of steady point sources of light in fields of brightness from dark to daylight. *J. opt. Soc. Amer.*, 1946, 36, 480-482.—Five experienced observers were used in a determination of the threshold illumination,  $i$ , at the eye from a steady source of light of 1' angular diameter. A background field of brightness  $b$  was used for values of  $b$  ranging from zero to about 1,500 candles per square foot. When the relation between  $\log i$  and  $\log b$  is plotted, it is seen that there is a bend in the curve at about  $b = 1,000$  millimicrolamberts, which is the point of transition from foveal to extra-foveal vision.—*L. A. Riggs* (Brown).

1027. Lamar, E. S., Hecht, S., Shlaer, S., & Hendley, C. D. Size, shape, and contrast in the daytime detection of targets. *J. opt. Soc. Amer.*, 1946, 36, 714.—Abstract.

1028. Lewis, M. M. An investigation of "normal" on the synoptophore. *Brit. J. Ophthalmol.*, 1946, 30, 749-757.—The synoptophore is an apparatus employed to measure and treat ocular muscle imbalance. Results from 98 male adults revealed that the reliability of measurements on synoptophore is high and that successive readings do not differ significantly. But the results from 2 different methods of measurement on the apparatus differ significantly. A "normal" range (plus and minus one S.D. from the mean) was calculated for each method. Maddox rod and synoptophore readings are only moderately related ( $r$  of .479). In view of the obtained results, it is recommended that measurements on the synoptophore be made by only one method.—*M. A. Tinker* (Minnesota).

1029. Monnier, A. M., & Viaud, G. Recherches sur l'acuité de la perception binaurale. (Researches on the acuity of binaural perception.) *Arch. int. Physiol.*, 1946, 54, 107-116.—An apparatus for the measurement of binaural acuity based on intensity and temporal differences in sounds reaching the two ears was used to examine 1,500 French anti-aircraft artillery personnel. One quarter of the subjects showed adequate binaural acuity, 16% either lacked, or were completely confused in, binaural

perception. Of those making errors only 20% made them in systematic localization. There was no correlation between acuity of binaural perception and the average sensitivity of the ears of the subjects.—*F. C. Sumner* (Howard).

1030. Smith, S. The essential stimuli in stereoscopic depth perception. *J. exp. Psychol.*, 1946, 36, 518-521.—"The set-up that was used . . . contained two similar figures to be fixated and binocularly fused when looked at through a lens assembly. When ready the *S* pressed a switch and received a punctiform flash of light from a neon tube in each monocular field of 1/60 sec. duration. The duration of the light flash was too brief to permit any eye movements to result before the end of the flash. The horizontal distance between the two flashes was sometimes greater than the distance between the fixation points, sometimes less, and sometimes equal to this distance. . . . Sixteen untrained *Ss* were used. Each was given 150 stimulations with the fixation figures constantly illuminated and 150 stimulations in which this illumination was cut off at the beginning of the flash. . . . After each stimulation the *S* responded by saying 'near' or 'far' or 'same' . . ." The fact that a preponderance of correct responses was obtained under both conditions indicates that "stereoscopic depth perception may occur when there is no sweep of the image across the retina and when no subsequent fixation points are available. The double-image stimulation and the resulting rectus reflexes are sufficient."—*D. W. Taylor* (Stanford).

1031. Walker, J. P. S. Myopia and pseudo-myopia. *Brit. J. Ophthal.*, 1946, 30, 735-742.—Pseudo-myopia, or spasm of accommodation, is more common than previously supposed. It occurs in adults as well as in children and in emmetropes and hypermetropes as well as in myopes. After describing a number of cases, it is suggested that all children under 16 years should be refracted under atropine administered for several days to get full relaxation of accommodation. Vision may be variable in pseudo-myopia. In cases where symptoms suggest need for orthoptic training, the presence of myopia is not necessarily a contra-indication.—*M. A. Tinker* (Minnesota).

[See also abstracts 1002, 1046, 1114, 1231.]

#### LEARNING, CONDITIONING, INTELLIGENCE

(incl. Attention, Thought)

1032. Alexander, H. W. A general test for trend. *Psychol. Bull.*, 1946, 43, 533-557.—The term trend is used by the writer to denote significant trial-to-trial fluctuation. A test for trend is developed which is a generalization of the test supplied by Student's test or Jackson's equivalent in the case of 2 trials. Where trend is present, the methods presented enable one to distinguish linear trend from a fluctuation in which the whole group participates.—*S. Ross* (Bucknell).

1033. Allport, G. W. Effect: a secondary principle of learning. *Psychol. Rev.*, 1946, 53, 335-347.—Comments are confined to the observations and interpretations offered by Rice (see 21: 1043) and Mowrer (see 21: 1041). Agreements with these authors and problems unsolved by them are discussed. In summary it is noted that the 3 contributors to the symposium *The Ego and the Law of Effect* agree in seeing certain defects in the traditional formulations of the Law of Effect. For Rice, interests are the key to learning, but they themselves are the product of past satisfaction or dissatisfaction. Mowrer considers that interests are reducible to the familiar drive mechanisms and attendant symbolic core-responses. For Rice, effect is a primary law of learning, for Mowrer it is the sole law. Allport holds that "the vagueness that must result from extending the principle of satisfaction to cover all phenomena of learning . . . is such as to disqualify it as a 'law'." At the adult human level, satisfaction is at best a cue of quite secondary importance. "Its effectiveness depends on other more important conditions of learning. Of these the interests that comprise the ego-structure of the individual are clearly dominant."—*M. A. Tinker* (Minnesota).

1034. Black, M. Critical thinking; an introduction to logic and scientific method. New York: Prentice-Hall, 1946. Pp. xv + 402. \$5.00.—This volume concerns itself with the aims and methods of logic. A consideration of deductive logic, the uses of language, and induction and scientific method divides the book into three parts. Venn diagrams are used in the analysis of propositions and syllogisms. The complexity and versatility of language, rules and application of definition, and various kinds of fallacies are discussed. The relationship of common sense to the process of induction and scientific method is shown, and the importance of scientific theory is indicated. Comprehension tests at the end of each chapter aid the student in assimilating the principles propounded therein.—*J. J. Kane* (Sampson).

1035. Butler, J. H. Evaluation of learning. In *Valentine, P. F., Twentieth century education*. New York: Philosophical Library, 1946. Pp. 285-303.—The first step in evaluating learning is to establish general and specific goals of learning. Techniques are discussed for evaluating 3 types of learning: (1) direct (facts and skills forming an integral part of the course of study), (2) connected (facts and skills valuable in themselves and in relation to the subject matter of which they are not an integral part), and (3) attendant (accompaniments of learning situations, such as attitudes, interests, methods of approaching a problem, etc.).—*H. Beaumont* (Kentucky).

1036. Child, I. L. A note on Grant's "New Statistical Criteria for Learning and Problem Solution." *Psychol. Bull.*, 1946, 43, 558-561.—The writer points out an error of omission of some consequence in Grant's recent article (see 20: 3074). The error consists of failure to make a correction for



continuity in applying the normal curve and the chi-square approximations. The omission and its consequences are discussed.—S. Ross (Bucknell).

1037. Kuenne, M. R. Experimental investigation of the relation of language to transposition behavior in young children. *J. exp. Psychol.*, 1946, 36, 471-490.—Forty-four children ranging in mental age from 3 to 6 years were divided into two matched groups. The two groups were trained to select the smaller of a pair of squares (37.8 vs. 68.0 sq. in.) and then tested in counter-balanced order with two pairs of still smaller stimuli (21.0 vs. 37.8, and 2.0 vs. 3.6 sq. in.). The median number of correct responses on the far transposition test (2.0 vs. 3.6 sq. in.) increased from 50% or chance at a mental age of 3 years to 100% at 6 years. The corresponding value for the near transposition test (21.0 vs. 37.8 sq. in.) was 90% or above at all 4 age levels. These results confirm the hypothesis that the mechanisms assumed by Spence to underlie transposition behavior in animals are also operative in the preverbal child, and that with increasing mental age a shift occurs to the verbal type of control. Thus, as would be expected from Spence's theory, the mentally younger and presumably preverbal children transposed consistently to the test stimuli near on the dimension to the training pair, but showed only chance responses on the test with distant stimuli. On the other hand, the mentally older children, in whom the verbal-type mechanism was established, showed transposition on both near and far tests.—D. W. Taylor (Stanford).

1038. Lang, A. R. The concept of intelligence. In Valentine, P. F., *Twentieth century education*. New York: Philosophical Library, 1946. Pp. 229-245.—Brief consideration is given to the nature of intelligence, the relative contributions of heredity and environment, deviations from the normal, the measurement of intelligence, and the constancy of the IQ. Some educational implications are listed.—H. Beaumont (Kentucky).

1039. Lindahl, R. Koncentrationsläsningen ur funktionspsykologisk synpunkt. (Concentrated learning from a functional psychological point of view.) *Tidskr. Psykol. Pedag.*, 1942, 1, 32-39.—The experiments made by Hovland on distributed and concentrated learning and those by Köhler and von Restoff on the disturbance of reproduction by similar interpolated activities seem to show that concentrated learning has many disadvantages. From his experience as teacher in Swedish public schools, the author supports this theory and emphasizes the advantage of distributed learning particularly for younger children and for those with low intelligence.—C. Ellwyn (Chicago).

1040. Magne, O. Inläring och behållning med utgångspunkt från allmänna minneslagar. (Learning and retention on the basis of general laws of memory). *Tidskr. Psykol. Pedag.*, 1942, 1, 73-87.—A discussion of the fundamentals for learning and forgetting as formulated by different scientists, among them Piéron who in conformity with Guillet

obtained an S-shaped curve for learning. Elmgren's experiments with meaningful material gave a curve with a tendency of expiring asymptotically. Winz has maintained, contrary to Jost, that concentrated learning under certain circumstances may give better results than distributed learning. It would be of interest for teachers to get this aspect further developed for its educational implications. As for the quantity learned in a certain unit of time, Elmgren, contrary to certain French scientists, wants to keep the unit of time constant and to vary the amount of material. If  $S$  is the original series length and  $S_1$  is a series  $m$  times the original length, and  $i$  and  $i_1$  are the respective remainders by an immediate reproduction, he formulates the equation:  $i_1 = i\sqrt{m}$ . The author also discusses the problem of the possible effect of fatigue on the capacity for learning and offers the hypothesis that retroactive inhibition is a greater factor than fatigue. The effect of special interest is acknowledged but not measured. Bibliography.—C. Ellwyn (Chicago).

1041. Mowrer, O. H. The law of effect and ego psychology. *Psychol. Rev.*, 1946, 53, 321-334.—The discussion in this paper is concerned with problems suggested by Allport and comments on particular resolutions of these problems which Rice has proposed (see 21: 1043). After noting some objections to Allport's views and suggesting certain clarifications, the author reviews Rice's paper with comments and suggestions. "... I concur fully in Rice's judgment that, despite the unresolved difficulties which remain, the Law of Effect is by all odds the most inclusive and predictively potent conception of learning which we have, and should be pushed to its limit." 34 references. (See also 21: 1033).—M. A. Tinker (Minnesota).

1042. Ragsdale, C. E. Conceptions of learning. In Valentine, P. F., *Twentieth century education*. New York: Philosophical Library, 1946. Pp. 205-228.—The 4 classical conceptions of learning (association in static form, association as adaptation, S-R connectionism, and CR behavior) did not allow for the elements now considered essential in learning: purpose, need, satisfaction, and dynamic pattern. To the modern psychologist learning is a change in the adaptive functions mediated through the nervous system. The author reviews and assesses (1) some explanatory concepts (activity, frequency, intensity, relaxation, reinforcement, insight), (2) genetic concepts (maturation, readiness, rate, differentiation), and (3) controls of learning (organization of the environment and the learner's activity, motivation, level of aspiration, condition of practice, trial and error).—H. Beaumont (Kentucky).

1043. Rice, P. B. The ego and the law of effect. *Psychol. Rev.*, 1946, 53, 307-320.—During recent years there has been a widespread tendency to revive the Law of Effect which had been in disfavor during the 1920's. Allport considers the law inadequate for dealing with ego-involved behavior. In this paper the following thesis is presented: (1) "that Allport's criticisms are such as to force a

reformulation or at least a clarification of the Law of Effect, but (2) that his evidence is such as to support rather than to refute the Law when it is so reinterpreted, and (3) that the Law when thus clarified may supply us with precisely the principle that we need in order to account for some central characteristics of the ego's development." The Law of Effect is considered the dominant but not the sole principle. The role of interest is stressed. 24 references. (See also 21: 1033.)—*M. A. Tinker* (Minnesota).

1044. Spence, K. W., & Lippitt, R. An experimental test of the sign-gestalt theory of trial and error learning. *J. exp. Psychol.*, 1946, 36, 491-502.—Two groups of 10 white rats each were given 12 days of training under thirst motivation in a simple Y-maze. One path led to water for both groups. The other path, however, led to food for one group and to an empty box for the other. Upon completion of such training, the motivation was changed to hunger. On the first trial under hunger motivation, all animals chose the path leading to water. In addition, there was no significant difference between the two groups in learning to go to the proper alley for food. The results confirm predictions based on the stimulus-response reinforcement theory rather than the Tolman-Leeper theory of trial-and-error learning.—*D. W. Taylor* (Stanford).

[See also abstracts 1056, 1151, 1251, 1253, 1264, 1270, 1272, 1274.]

#### MOTOR AND GLANDULAR RESPONSES

(incl. Emotion, Sleep)

1045. Breitwieser, J. V. The education of the emotions. In *Valentine, P. F. Twentieth century education*. New York: Philosophical Library, 1946. Pp. 185-204.—The development of the mental hygiene concept has placed new responsibilities on teachers and changed our attitude toward discipline. Briefly sketched are types of affective processes, factors in adjustment, characteristics of integration, physical aspects of the emotions, and the genetic development of the principal emotional states.—*H. Beaumont* (Kentucky).

1046. Edwards, A. S. Body sway and vision. *J. exp. Psychol.*, 1946, 36, 526-535.—A series of 13 experiments was carried out in an investigation of the relation between body sway and vision. Elimination of vision by closing the eyes or by complete darkness produced an average increase in sway of about 100%. When the Ss wore distorting lenses (+5 diopters) or were tested under low illumination, smaller but significant increases in sway were obtained. Small increases were obtained when the Ss observed moving objects. The observation of a swinging pendulum produced a marked increase, particularly in lateral sway. Fixation on near or distant stationary objects produced no significant decrease in sway.—*D. W. Taylor* (Stanford).

1047. Hooton, E. A. *Up from the ape*. (2nd ed.) New York: Macmillan, 1946. Pp. xxii + 788.

\$5.00.—The revision of this text on evolution has involved a rewriting of almost all of the original material in the first edition of 15 years ago and the preparation of several new sections (see also 6: 1498). The author comments especially on his reference to reports of recently discovered remains of various extinct forms of apes and men, recent advances in our knowledge of the anatomy, physiology, and psychology of the great apes and lower primates, recent studies of social behavior of apes and monkeys in the wild, and the Sheldon theory of human constitutional types. The book is organized in 6 parts as follows: I. Man's Relations; II. The Primate Life Cycle; III. The Individual Life Cycle; IV. Fossil Ancestors and Collaterals; V. Heredity and Race; and VI. The Anthropology of the Individual.—*W. E. Kappauf* (Princeton).

1048. Horvath, S. M., Golden, H., & Wager, J. Some observations on men sitting quietly in extreme cold. *J. clin. Invest.*, 1946, 25, 709-716.—One important military operation in cold weather is the immobilization of men for long periods of time in such a way as to prevent them from indulging in even the slightest movements from fear of having their presence detected. The present study conducted in a cold room is concerned with reactions of soldiers sitting quietly for periods of 2 to 3 hours in environmental temperatures ranging from 1° to -40° C. Forty-five young men in excellent physical condition were subjects for a total of 430 tests. Subjects were clad in Arctic uniforms. The results were as follows: shivering was present in the third hour in the majority of cases; there was a moderate fall in rectal temperatures; mean skin temperatures fell precipitately during the first hour of exposure but were stabilized before the end of the test period; of all skin areas, the hands and feet exhibited the greatest temperature changes both in rate and in degree. Responses of men exposed to cold environments are subject to considerable variation, and extreme care must be exercised in the interpretation of data obtained, whether on a few or on a large number of subjects.—*F. C. Sumner* (Howard).

1049. Kellog, W. N., Deese, J., & Pronko, N. H. On the behavior of the lumbo-spinal dog. *J. exp. Psychol.*, 1946, 36, 503-511.—"Dogs whose spinal cords are completely sectioned between the first and the third lumbar roots immediately undergo profound bodily changes below the level of the lesion. Not only is muscular tonus reduced but electrical resistance drops to nearly one-tenth its preoperative value, where it remains indefinitely. The lumbo-spinal preparation is nevertheless capable of complex and extensive movements, many of which are equivalent to those performed by intact animals. In addition to localized reflexes, these include the assumption of the complete posture for defecation and for micturition (in the female), as well as momentary standing without any support or aid. The most complex behavior apparently involves coordination between parts of the body above and below the level of the lesion. If this coordination is not an artifact,



it may take place in any of the following ways: 1. By means of afferent fibres through autonomic pathways which circumvent the transection. 2. By the overlapping of the ends of motor fibres from centers below the transection with the ends of proprioceptive fibres from centers above the transection. . . . 3. By mechanical pulling or stretching of the skin and muscles above the level of the transection, as a result of muscular activity below the transection. . . .—D. W. Taylor (Stanford).

1050. Loeckle, W. E. *Über die Wirkung von Schwingungen auf das vegetative Nervensystem und die Sehnenreflexe.* (On the effect of vibrations on the sympathetic nervous system and the tendon reflexes.) (Dtsch. Luftforsch. ForschBer. No. 1283, 1940: Publ. Bd. No. 37214.) Washington, D. C.; U. S. Dep. Commerce, 1946. Pp. 24. \$1.00, microfilm; \$2.00, photostat.—This study deals with the effect of mechanical vibrations in regard to patellar, Achilles, and biceps reflexes as a function of the central nervous system. Degree and speed of the reflex decrease depends upon frequency, amplitude, endurance of vibration, and tested person. The report expresses new viewpoints on the physiological effect of mechanical vibrations, observations on illness causing vibrations, and technically deciding factors. (See also 19: 92; 21: 434.)—(Courtesy of *Bibl. scient. industr. Rep.*, U. S. Dep. Commerce).

1051. Macht, D. I., & Insley, M. C. *Effect of pemphigus serum on the behavior of rats.* *Proc. Soc. exp. Biol.*, N. Y., 1946, 63, 281-284.—Fifteen experiments are performed upon male white rats in order to determine the effect of pemphigus serum upon (1) maze running (Watson's circular maze), (2) neuro-muscular co-ordination (walking a tight rope), and (3) work capacity of skeletal muscles (climbing a rope). Results indicate that injections of the serum alone are accompanied by "depressions" in performance scores earned in the 3 psychomotor test situations. It is concluded that pemphigus—too often considered a mild dermatitis—is a systemic disorder with nervous system involvement and as such merits discussion along with other systemic syndromes such as smallpox, leprosy, syphilis, and pellagra.—L. A. Pennington (Illinois).

1052. Randall, W. C. *Quantitation and regional distribution of sweat glands in man.* *J. clin. Invest.*, 1946, 25, 761-767.—Sweat gland distribution and output per gland were studied on measured areas of skin surface by means of the iodine-starch reaction in the presence of water secreted by the glands. Maximum sweating consists in a combination of both increased number of participating sweat glands and increased output per gland, occurring in that order. Patterns of distribution of sweat glands under maximum or nearly maximum stimulation indicate considerable numerical variation in sweat glands from area to area and from individual to individual. There is further evidence that sweat output per individual gland in different areas and under different conditions shows large variation.—F. C. Sumner (Howard).

1053. Raven, G. *Over de invloed van alcohol op bewegingen.* (On the influence of alcohol on the movements.) *Ned. Tijdschr. Psychol.*, 1942, 10, 37-55.—After a review of previous studies, the author sets forth his own investigations. He gave 7 tests on motor speed, on skill, on concentration, etc., to 12 adult patients, at first, without alcohol, then, after taking 19.2 cubic centimeters, and later, after taking 38.4 cubic centimeters of alcohol. He proved the harmful effect of the alcohol on motor co-ordination and on ability to concentrate; that effect is already marked in the majority of the cases at the dose of 19.2 c.c. 22-item bibliography.—R. Piret (Liège).

1054. Riesen, A. H., Tahmisian, T. N., & Mackenzie, C. G. *Prolongation of consciousness in anoxia of high altitude by glucose.* *Proc. Soc. exp. Biol.*, N. Y., 1946, 63, 250-254.—The effect of ingestions of controlled amounts of glucose upon duration of awareness (as measured by ability to continue writing) among B-17 combat and other non-flying personnel was studied in experimental chambers that simulated altitudes between 27,000 and 30,000 feet. Selected results follow: (1) a single dose of glucose is accompanied by an increased resistance to the loss of consciousness that at 27,000 feet averages 40% in mean-duration-increases in awareness; (2) this delay in onset of anoxic effects is greater 30 to 50 minutes after ingestion than it is after 60 to 80 minutes; (3) vitamin C ingestions were accompanied by no increase in duration of awareness; and (4) greater tolerance to anoxia is apparent among untreated, experienced fliers than among untreated, inexperienced personnel. This later finding is related to the differential effects of fear and excitement among the two groups of adult male subjects studied.—L. A. Pennington (Illinois).

1055. Telford, C. W. *The problem of motives.* In *Valentine, P. F., Twentieth century education.* New York: Philosophical Library, 1946. Pp. 155-184.—The animistic conception of motivation (will, libido, hormic force, élan vital, or entelechy) provides no solution but postulates a new, autonomous entity within the individual. The author proposes a slight modification of Maslow's classification of motives in terms of results, purposes, or goals of behavior: (1) physiological needs, (2) security needs, (3) affectional needs, (4) recognition needs, and (5) apparently autonomous activities. Although some form of motivation is part of the dynamics of education, there is danger that overmotivation may place undue emphasis on nonessential elements of achievement (trophies, degrees, grades, etc.).—H. Beaumont (Kentucky).

1056. Telford, C. W., & Storlie, A. *The relation of respiration and reflex winking rates to muscular tension during motor learning.* *J. exp. Psychol.*, 1946, 36, 512-517.—"1. In a fairly difficult mirror-drawing-learning problem, time, errors, tension in the active hand, rate of reflex winking and respiration rate were recorded. 2. The time and error curves were typical of learning of this type. 3.

The tension curve was 'U' shaped; that is, it was high at first, then dropped, only to rise again as learning progressed. 4. The respiration graph roughly paralleled the tension curve ( $r = .84 \pm .01$ ). 5. The rate of reflex winking correlated  $.59 \pm .04$  with errors and  $.63 \pm .04$  with sec. per trial. 6. It is suggested that respiration may vary with localized tension in the hand while rate of reflex winking is correlated with general bodily tension."—D. W. Taylor (Stanford).

[See also abstracts 1095, 1131, 1173, 1227, 1235, 1332.]

# PSYCHOANALYSIS, DREAMS, HYPNOSIS

1057. Abenheimer, K. M. Shakespeare's "Tempest"; a psychological analysis. *Psychoanal. Rev.*, 1946, 33, 399-415.—The *Tempest* is analyzed since it is one of the most freely imaginative of Shakespeare's plays and hence is most likely to give one insight into his motives and problems. The play is interpreted "as a dramatic representation of Prospero's inflated loneliness and paranoid isolation after his expulsion from Milan and of his attempt to overcome it and return to the social world," a theme already approached in *Cymbeline* and *Winter's Tale*. In all 3 plays the problem is "how the mother-fixation can effectively be conquered without paranoid sham solutions." These comedies continue to be popular because many of us share the same problem that Shakespeare was trying to work out.—L. B. Heathers (Univ. Washington).

1058. Allison, L. W. Note on "Plan for Securing Survival Evidence." *J. Amer. Soc. psych. Res.*, 1945, 39, 210-215.—The author reports on the first attempt to obtain survival evidence by means of a plan proposed by G. Murphy. Murphy's plan is designed to try to procure information mediumistically which is unknown to any living person and which is not contained in any book so that the possibilities of telepathy or clairvoyance on the part of the living are reduced. A medium would be asked to give information about a common characteristic or common habit possessed by 3 or 4 deceased persons who were not acquainted during their lifetimes. Since the men were unknown to each other in life and since no living person had known all 4 of them, the obtaining of checkable information could be considered evidence for the survival hypothesis. The first trial of this method in England was not successful but indicates the workability of the plan.—B. M. Humphrey (Duke).

1059. Allison, L. W. Note on the repetition of Whately Carington's experiments. *J. Amer. Soc. psych. Res.*, 1945, 39, 235-239.—The author examines the procedure followed in the unsuccessful attempt of the American Society of Psychical Research to repeat Carington's experiments in the paranormal cognition of drawings (see 19: 1213; 21: 1069). She finds that the American procedure differed from Carington's in several respects: groups of agents were used, the same percipients were used

repeatedly, and most percipients made more than 10 drawings each. In one or all of these differences may lie the reason for the failure of the American experiments.—B. M. Humphrey (Duke).

1060. Bergler, E. Use and misuse of analytic interpretations by the patient. *Psychoanal. Rev.*, 1946, 33, 416-441.—Twenty-one specific rules are prepared for the analysand to reduce his misuse of analytic interpretations. Each of these rules is then discussed in some detail.—L. B. Heathers (Univ. Washington).

1061. Bruce, H. A. "Mr. Sludge the Medium." *J. Amer. Soc. psych. Res.*, 1945, 39, 129-143.—The author discusses Robert Browning's poem "Mr. Sludge the Medium" in which he ridiculed the medium Daniel Dunglas Home. In view of the accounts of Home's mediumship and of present-day knowledge of the psychology of personality, Browning was not justified in his scathing indictment of the man.—B. M. Humphrey (Duke).

1062. Dale, L. A. The psychokinetic effect: the first A.S.P.R. experiment. *J. Amer. Soc. psych. Res.*, 1946, 40, 123-151.—Four dice at a time were thrown mechanically in tests of psychokinesis—the hypothesis that mind may exert a direct effect over matter. In the total of 31,104 die throws made in this series, 54 college students participated, willing that the dice fall with certain specified faces uppermost. All faces of the die served as target an equal number of times. The total deviation of +171 above mean chance expectation gave a C.R. of 2.60. Various counterhypotheses are considered and found irrelevant. The conclusion reached is that "the hypothesis of 'mind over matter' is the only one adequate to account for the results obtained." Certain "lawful" declines through the four columns on each page were also noted. The reliability of the PK (psychokinetic) effect was tested by the split-half correlation method, scores on odd-numbered pages being paired with scores on even-numbered pages for each subject. The reliability of the test as determined by the Spearman-Brown formula was +.46, which is over six times its P.E.—B. M. Humphrey (Duke).

1063. Leary, F. W. Time and the Trianon: analysis of *An Adventure*. *J. Amer. Soc. psych. Res.*, 1945, 39, 216-234.—The author discusses the evidence for the paranormal in an analysis of *An Adventure*, an account by C. Moberly and E. Jourdain of an experience in the Gardens of Versailles in 1901. During their visit the Misses Jourdain and Moberly encountered strangely garbed persons and unusual scenes of another era. Upon historical research, they interpreted these as being clairvoyant impressions of events which actually had taken place in 1789 just before the Revolution. Leary examines the evidence for clairvoyance in their account in the light of historical material together with J. R. Sturge-Whiting's critique in his book *The Mystery of Versailles*. He also applies J. W. Dunne's theory of time and of the serial universe in an attempt to explain the episode.—B. M. Humphrey (Duke).



1064. McMahan, E. A. A PK experiment with discs. *J. Parapsychol.*, 1946, 10, 169-180.—Children in a party situation were given tests of psychokinetic ability in which discs with painted symbols on each side were thrown mechanically while the subjects wished that they fall with certain designated sides uppermost. Although the total results were not statistically significant, differences between certain sections of the data were significant. An analysis of the hits by quarters of the 20 or 25 trials (differing with the series) made by each subject at her turn showed a significant difference between the first and fourth quarters of these "sets" of trials. This position effect follows the trend shown repeatedly in previous PK series with dice and is taken as evidence both against the various counterhypotheses and in favor of the PK hypothesis.—B. M. Humphrey (Duke).

1065. Murphy, G. Field theory and survival. *J. Amer. Soc. psych. Res.*, 1945, 39, 181-209.—Man has two different kinds of abilities for adapting to his environment: the ability to respond to physical energies and also the ability occasionally to make contacts with past, present, or future events without utilizing physical energies (retro-cognition, telepathy, clairvoyance, precognition). "Paranormal events appear to depend not simply upon the powers of individuals but upon powers set free by the relations between persons; they are interpersonal." In view of this fact, the application of field theory to the problems of parapsychology may prove very fruitful, especially in the study of the survival hypothesis. "Human personality during life here is an aspect of the field in which it appears. After death, the field must surely be very different. . . . There is some reason to believe that personality continues after death to be, as it is now, an aspect of an interpersonal reality, and to doubt whether it could survive as an encapsulated entity." It is the task of science to define how fixed and how fluid the personality is in regard to its characteristics as evidenced in communications after death.—B. M. Humphrey (Duke).

1066. Pratt, J. G., & Woodruff, J. L. An exploratory investigation of PK position effects. *J. Parapsychol.*, 1946, 10, 197-207.—Two dice were thrown mechanically in rotating tubes in tests of psychokinesis in which the two authors served as subjects, willing the dice to fall with certain designated faces uppermost. In the total of 7,200 individual die throws, in which all faces of the die were thrown for in succession, the total deviation was positive but not statistically significant. Although the series is considered as exploratory, the vertical and horizontal declines over the page, which served as the scoring unit, were such as would be expected by chance 6 times in 10,000 such series. There is also "suggestive evidence of a 'lag effect,' or a tendency to score for the face just previously used as target."—B. M. Humphrey (Duke).

1067. Rhine, J. B. The source of the difficulties in parapsychology. *J. Parapsychol.*, 1946, 10, 162-168.—Experimental difficulties encountered in para-

psychology research center in the elusiveness of the phenomena under study. Some experimenters fail completely to obtain evidence of the paranormal in their researches. Others succeed at first and then, too, hit upon a succession of failures. Subjects especially vary greatly in the degree to which they show paranormal capacities. After beginning successes, subjects generally encounter a score-depressing effect as they go through repeated tests. Displacement phenomena in which hits are obtained upon other targets than the ones intended also make research hazardous. The source of these experimental difficulties is attributed to the fact that paranormal phenomena are *unconscious*—they occur without introspective awareness. The social difficulties encountered in parapsychological research are also ascribed to the elusiveness of the phenomena, since certainty of demonstration of the processes would at once dispel prejudices and disputes concerning their occurrence.—B. M. Humphrey (Duke).

1068. Taves, E. The construction of an American catalogue. *J. Amer. Soc. psych. Res.*, 1945, 39, 151-156.—In conjunction with the American attempt to repeat Carington's experiments in paranormal cognition of drawings (see 19: 1213; 21: 1069), it was necessary to construct an American catalogue of all items drawn by subjects in the course of the series. On the basis of such a catalogue the actual value of hits in the test may be obtained. The present paper discusses the construction of this catalogue based on the 8,723 drawings made by subjects in the American experiment. The results of the latter are presented as evaluated by both the Carington and American catalogues. Comparison of the two indicates the necessity for scoring drawings by means of a catalogue based on the same national population as that from which the subjects are drawn.—B. M. Humphrey (Duke).

1069. Taves, E., Murphy, G., & Dale, L. A. American experiments on the paranormal cognition of drawings. *J. Amer. Soc. psych. Res.*, 1945, 39, 144-150.—Four series of experiments with 272 subjects were carried out according to the Carington procedure in the paranormal cognition of drawings (see 19: 1213). On each of 14 evenings a group of from 2 to 5 persons concentrated on a series of 10 line drawings while the percipients in various parts of the country attempted to reproduce them. Although the total results were not statistically significant, there were striking declines in scoring through the 4 series.—B. M. Humphrey (Duke).

1070. Watkins, J. G. The hypno-analytic location of a lost object. *J. clin. Psychol.*, 1946, 2, 390-394.—The single hypnoanalytic session reported here demonstrates the usefulness of the method in handling psychological problems of normal people. It emphasizes the need not to underestimate material occurring in the early part of the session. The subject, a psychiatrist with experience in the use of hypnoanalysis, shows the skepticism about the effectiveness of the method that is found in many patients but also was able to indicate to the hypno-

tist whenever the trance had to be deepened, hence facilitating the process.—L. B. Heathers (Univ. Washington).

[See also abstracts 961, 1092, 1160, 1170, 1210.]

#### FUNCTIONAL DISORDERS

1071. Adler, A. Influence of the social level on psychiatric symptomatology of childhood difficulties. *Proc. Inst. Child Res. Clin. Woods Schs*, 1945, 12, 35-45.—The influence of different economic levels upon development and the prognosis of neuroses and behavior problems is discussed by the author who bases her comments on data obtained from 200 patients below the age of 16. Her main conclusion is that the similarities found with regard to causation and development of symptoms as well as to prognosis are more heavily weighed than the differences among the groups.—L. Long (City College, New York).

1072. Allen, E. B. Books help neuropsychiatric patients. *Libr. J.* 1946, 71, 1671-1675; 1693.—The reading of books by neuropsychiatric patients cannot be prescribed according to rigid formulas. The patient's own interests should be the guide to his reading. Fear that a particular book may disturb a patient should not result in prohibition of the book, because, if the patient is disturbed, no place could be better than a mental hospital where the reactions may be observed. Patient reactions to what they have read may serve as diagnostic clues.—C. M. Louttit (Sampson).

1073. Altus, W. D. Some correlates of enuresis among illiterate soldiers. *J. consult. Psychol.*, 1946, 10, 246-259.—Seventy-five enuretic illiterate soldiers were compared with a control group of nonenuretic illiterates. Some conclusions are: race and linguistic grouping is important; enuretics held more jobs, reported more arrests, and had more frequently been infected by venereal disease. Enuresis is "a general if not invariable indicator of psychoneurosis or psychoneurotic tendency."—S. G. Dulsky (Personnel Inst., Chicago).

1074. Andersen, B., & Lomholt, M. A case of dementia in a boy, aged 6 years. (Dementia infantilis Heller?) *Acta psychiat., Kbh.*, 1942, 17, 1-13.—The physical and mental growth of this boy was apparently normal until the age of 4 years, when certain personality changes appeared. He became sulky and irritable and had episodes of fear and excitement which seemed to have an hallucinatory character. Speech disturbances and a rapidly progressing dementia developed. Physical, neurological, and laboratory findings were negative. Although the case history is suggestive of schizophrenia, the more probable diagnosis is the infantile dementia described by Heller in 1909.—A. L. Benton (Univ. Louisville Medical School).

1075. Ansanelli, F. C. Sketches of neuropsychiatry in war and peace. *J. nerv. ment. Dis.*, 1946, 104, 533-541.—The author, who worked with the Air Corps and with pre-WAC's, describes the role

psychiatry played during the war and its potential contributions to the nation in peacetime.—L. B. Heathers (Univ. Washington).

1076. Bartemeier, L. H., Kubie, L. S., Menninger, K. A., Romano, J., & Whitehorn, J. C. Combat exhaustion. *J. nerv. ment. Dis.*, 1946, 104, 358-389; 489-525.—This is the report of the Special Commission of Civilian Psychiatrists Covering Psychiatric Policy and Practice in the U. S. Army Medical Corps, ETO. After a short description of the plans, purposes, and itinerary of the Commission, the report discusses in detail each of the following topics: social and psychological forces affecting the combat soldier; the evolution of the clinical picture of combat exhaustion and its sequelae; the advantages and disadvantages of the term "combat exhaustion"; the treatment of combat exhaustion at various medical levels in the Army; attitudes in relation to the management, treatment, and prevention of psychiatric disabilities in the Army; suggestions regarding further studies of combat exhaustion; and recommendations regarding Army organization and practices which might reduce the incidence of combat exhaustion.—L. B. Heathers (Univ. Washington).

1077. Baruch, D. W., & Miller, H. Group and individual psychotherapy as an adjunct in the treatment of allergy. *J. consult. Psychol.*, 1946, 10, 281-284.—Five allergy patients were part of a group of 16 attending group therapy sessions. Three of the patients also had individual sessions. Psychotherapy in conjunction with medical therapy helped these patients with their allergy as well as with their personality problems. Allergic flare-ups and emotional states went hand in hand. Group and individual therapy supplemented one another.—S. G. Dulsky (Personnel Inst., Chicago).

1078. Bennet, E. A. The anxiety state. *Post Grad. med. J.*, 1946, 22, 375-378.—The clinical picture in the anxiety state is a combination of psychological and somatic features. The psychological component is morbid anxiety and the somatic component one or more of the physiological accompaniments of normal fear. Both psychological and physiological symptoms are described by the author. Among the latter special mention is given to "nervous heart," respiratory disorders, impotence in men, and vaginismus in women. While the psychic and somatic disturbances are the same for both normal fear and morbid anxiety, the difference in the two conditions is that morbid anxiety arises when there is no obvious sign of danger. In fact, the reaction in anxiety is to an inner unconscious and thus unrecognized danger to the personality.—F. C. Sumner (Howard).

1079. Bennet, E. A. Hysteria. *Post Grad. med. J.*, 1946, 22, 323-325.—The author defines hysteria as a psychoneurosis in which dissociation or fragmentation of the mental life replaces normal functioning. This dissociation arises from intrapsychic conflict. Hysteria is divided into (a) conversion hysteria in which the symptoms are manifested in altered functioning of some system of the body such



as motor, sensory, digestive, or circulatory; and (b) amnesic hysteria in which symptoms are confined to the mental plane wherein there is amnesia for a part or the whole of the previous life. The symptoms in both types of hysteria are described, the difficulties and pitfalls in the diagnosis of hysteria are discussed, and the cautions necessary in taking the case history are given.—*F. C. Sumner* (Howard).

1080. Blackwell, E., & Neal, G. A. Music in mental hospitals. *Occup. Ther.*, 1946, 25, 243-246.—The authors discuss the types of musical programs suitable for patients with various mental illnesses.—*G. S. Speer* (Illinois Inst. Tech.).

1081. Blain, D. Some essentials in national mental health planning. *Soc. Serv. Rev.*, 1946, 20, 374-384.—This paper presents a discussion of the broad problems involved in national planning for a mental health program, particularly applied to problems of the Veterans Administration. Among the problems discussed are: the nature and extent of the psychiatric problem, and the proper functions and responsibilities of the various professional groups interested in therapy. The problems of recruiting and training psychiatrists and clinical psychologists are also considered.—*G. S. Speer* (Illinois Inst. Tech.).

1082. Borman, M. C. The occupational therapist and psychosomatic therapy. *Occup. Ther.*, 1946, 25, 215-218.—The primary purpose of occupational therapy in psychosomatic illness is to relieve suffering and symptoms and to prevent their recurrence. Its value is that it enables the patient to become more objective, provides for the release of energy along constructive channels, and enables the patient to regain his lost confidence.—*G. S. Speer* (Illinois Inst. Tech.).

1083. Burstone, M. S. The psychosomatic aspects of dental problems. *J. Amer. dent. Ass.*, 1946, 33, 862-871.—The author cites recent literature stressing the psychosomatic interrelationship of the teeth and other oral structures with the totality of the organism: the psychogenic aspect of oral pain; the psychoneurotic character of polysurgical addiction; and occlusal neuroses in which periodontal disturbances are produced by way of habitual grinding of teeth during sleep or emotional stress. Special prominence is given the endocrinal and other chemical disturbances produced by emotional stress and affecting dental structure. Experiments are cited in which the level of blood calcium is lowered, and ammonia regulation disturbed by emotional states. Thyroid and pituitary endocrinopathies have been associated with periodontosis and are found induced by emotion. Dentistry, if it is to fulfill its obligation as a health service, must be prepared to recognize the possibilities of a psychic as well as a physical and physico-chemical etiology in dental disturbance.—*F. C. Sumner* (Howard).

1084. Clark, R. A. Cosmic consciousness in catatonic schizophrenia. *Psychoanal. Rev.*, 1946, 33, 460-504.—The development of the philosophical and religious ideas of a catatonic is illustrated from

the patient's own writings. The patient was an intelligent, psychologically isolated person who, unable to fit into conventionalized life patterns, attempted to remake the world in fantasy. In American culture such intelligent, schizoid persons would be less likely to fail in achieving the new integration they are seeking if (1) literary and religious values were given more prestige so that the individual could develop without having to starve his social and emotional needs and if (2) methods might be found to develop the schizoid's capacities for fellow-feeling so that he might obtain some unity with fellow human beings as well as with the cosmos. This will not occur until American culture develops a new, more integrated culture pattern, "offering at once freely chosen discipline and mutually tolerant variety."—*L. B. Heathers* (Univ. Washington).

1085. Cooke, E. D. All but me and thee; psychiatry at the foxhole level. Washington: Infantry Journal Press, 1946. Pp. 215. \$2.75.—The author was detailed in 1943 as a member of a committee to investigate discharges of army personnel for psychiatric disabilities. This book is the story of his search for answers and his report to the Chief of Staff. Hospitals, training centers, processing centers, and active fronts of divisions overseas were visited; and attitudes and policies relating to the disposition of men who did not make the necessary adjustments to military life are reported. The last chapter embodies the views of the author on the validity of the discharges and his recommendations for coping with the problem in the future.—*N. R. Bartlett* (Johns Hopkins).

1086. Covalt, D. A. The rehabilitation of the veteran with severe spinal cord injury. *Occup. Ther.*, 1946, 25, 187-190.—This is a description of the various phases of treatment leading to the physical, mental, and vocational rehabilitation of the paraplegic.—*G. S. Speer* (Illinois Inst. Tech.).

1087. Crider, B. Situational impotence. *J. clin. Psychol.*, 1946, 2, 384-389.—Impotence is defined as the inability to get or obtain an erection when it is desired. The impotent man is one who has always had some feeling of inadequacy about his sexual power. In order to allay his anxiety and prove his virility, the man attempts intercourse but, because of his apprehensiveness, tends to fail. Once failing, the anxiety which was latent increases, making success in intercourse even less likely so that the impotency is prolonged. With these patients a directive type of therapy has been found to be more useful than a nondirective approach.—*L. B. Heathers* (Univ. Washington).

1088. Danziger, L. Some theoretical considerations of dementia praecox. *Dis. nerv. Syst.*, 1946, 7, 357-361.—"The theory here proposed may be summed up as follows: An unknown toxic substance accumulates in the body of the patient at a rate which is specified. The substance is assumed to depress the rate of heat production, perhaps by inhibiting one of the respiratory enzymes and forcing the enzyme system to act under an abnormal pace maker.

Shock therapy is assumed to remove the postulated toxic material at a rate which is specified. The theory leads to equations which describe the results symptomatic and shock therapy in dementia praecox, and also gives an explanation of the high death rates observed in patients with mental disorders."—*C. E. Henry* (Inst. Juvenile Research, Chicago).

1089. Dees, S. Inter-relationships of allergic and psychiatric factors in allergic children. *Proc. Inst. Child Res. Clin. Woods Schs*, 1945, 12, 59-65.—On the basis of data collected on nearly 400 allergic children, the author concludes that in allergic children the psychiatric factors often play a major role and are often more closely related to the production of illness than any other single nonallergic factor. For example, an abnormal parent-child relationship is often found in the families of allergic children, and there is a high incidence of behavior problems in allergic children.—*L. Long* (City College, New York).

1090. Despert, J. L. Remarks on the predictability factor in psychosomatic relations. *Nerv. Child*, 1946, 5, 291-295.—Once established, neurotic patterns tend to repeat themselves, whereas normal behavior is characterized by fluidity within a frame of constancy. This fluidity within a frame of constancy defines normalcy but also makes true predictability almost impossible. It frequently occurs that certain developments are anticipated in a child on the basis of similar situations and psychodynamic relations in general as well as the knowledge of the particular child. Comparison of the actual developments with those that might have occurred is a matter of speculation, but all such studies help to make the predictability aspect of human behavior more meaningful.—*G. S. Speer* (Illinois Inst. Tech.).

1091. Dunton, W. R., Jr. Recreation and music therapy. *Occup. Ther.*, 1946, 25, 247-252.—The development of music as an aid in the treatment of the mentally ill is traced from ancient to modern times. There is an extensive bibliography.—*G. S. Speer* (Illinois Inst. Tech.).

1092. Eisler, R. S. About the historical truth in a case of delusion. *Psychoanal. Rev.*, 1946, 33, 442-459.—According to Freud there is at least a fragment of historical truth in the delusions of the psychotic. The delusions are clung to because of their relationship with these infantile experiences. The delusions of a patient during a psychotic episode are analyzed in detail to show the relations between the details of the delusion and her childhood experiences.—*L. B. Heathers* (Univ. Washington).

1093. Franz, J. G. Psychodrama at St. Elizabeths. *Sociometry*, 1946, 9, 169-170.

1094. Garmany, G. Schizophrenia in the forces. *J. ment. Sci.*, 1946, 92, 801-807.—In this study 100 cases admitted before insulin therapy was instituted are compared with 100 so treated. Exposure to moderate or severe stress in action does not of itself introduce an element of malignancy into the disease. Impact of military service on a schizophrenia may

produce a pseudoneurotic reaction of anxiety or depression, or an hysterical avoidance, or a Ganser state; or, alternatively, it may develop directly into a recognizable schizophrenia. But that stress will precipitate schizophrenia where none might otherwise have appeared is a proposition for which there is little or no evidence.—*W. L. Wilkins* (Notre Dame).

1095. Gordon, A. Vibration sense. *J. nat. med. Ass.*, 1946, 38, 163-164.—The author believes on the basis of his experiments that hypersensitivity to the "vibration test" on the affected side points in unilateral cases to a definitely positive diagnosis of Parkinsonian syndrome. In patients suffering from hysteria, bilateral paralysis agitans, bilateral tremor in senility, hemiplegia caused by cerebral thrombosis, and in normal individuals free from sensori-motor disturbance, the vibration was perceived with equal intensity on both sides. The test consists in placing immediately on the osseous portions of the phalanges or metacarpal bones of one and then the other hand the stem of a vibrating tuning fork. The patient suffering from unilateral Parkinsonian syndrome invariably perceived decidedly more acutely, more sharply, and more deeply the vibration on the affected side than on the corresponding parts of the unaffected limb.—*F. C. Sumner* (Howard).

1096. Gowan, L. R. Psychiatric care in hospitals. *J. Lancet*, 1946, 66, 389-392.—During World War II physicians learned the meaning of psychosomatic medicine and the effect of emotional stress on physiologic states. They learned to search the past history to determine the emotional pattern which led to production of emotional or organic sickness. These advances should now be stabilized to promote better mental health by prevention of mental illness and provision of adequate care for those with abnormal mental conditions. A psychiatric department in a general hospital provides services for patients who develop mental conditions not observed before hospitalization. The stigmata attending mental illness must be removed by community education through these general hospitals. The psychiatric department of a general hospital should provide a training medium for young doctors under qualified psychiatrists.—*F. A. Cooksley* (Medical Writing Service).

1097. Gray, H. Intuition and psychotherapists. *Stanford Med. Bull.*, 1945, 3, 132-134.—Responses of approximately 1,000 physicians to a questionnaire indicate that 75% are empirically rather than intuitively minded; they prefer the concreteness of physiological to the elusiveness of psychological medicine. Of 54 psychiatrists responding, however, the conditions are reversed with 74% being intuitive.—*F. C. Sumner* (Howard).

1098. Greenhill, M. Psycho-dramatic play therapy in disorders of childhood. *Proc. Inst. Child Res. Clin. Woods Schs*, 1945, 12, 107-122.—A general discussion of the technique of psychodrama is presented, and illustrations of how it was used are given. The author reports that he has handled 14 children



by this method. Reasonably good therapeutic results were obtained in the case of 6 children. The method was not used therapeutically with the remaining 8 but rather as a means of eliciting material which would be helpful in making a sound recommendation as to the ultimate disposition of the children.—*L. Long* (City College, New York).

1099. **Hazell, K.** The anxiety syndrome. *Med. Pr.*, 1946, 216, 153-155.—Of various functional illnesses the one most frequently observed by the medical profession is that of anxiety state. Mental symptoms of anxiety state are a constant feeling of tension and apprehension, headache, irritability, insomnia, difficulty in concentration, desire to be alone, phobias, general feelings of mental weariness, and feelings of unreality and depersonalization. Physical (psychosomatic) symptoms are dilated pupils, tremor of outstretched hands, tachycardia, increased pulse pressure, flushing, faintness or giddiness, perspiration, breathlessness, attacks of diarrhea, frequent micturition, motor restlessness, feelings of suffocation, depressed libido, and transient glycosuria. Diagnosis, easy when many symptoms are present, is more difficult in presence of only one symptom. Differential diagnosis rests largely upon inquiry into the patient's family and personal history. Etiological factors are hereditary predisposition, environmental stress in childhood (broken homes), environmental stress in the presence or recent past, and frustration of sexual life. Prognosis is vague, depending on the patient's personality, age, sex, and length of observation. Aim of treatment is to remove the cause, not merely the symptoms. An intelligence test may reveal a low IQ as cause of anxiety. Advice and guidance as to reading may be given when occult, mystifying matter is the cause. While encouragement to catharsis through frank discussion may prove helpful, it is better to exert effort to lessen environmental stress.—*F. C. Sumner* (Howard).

1100. **Henderson, D. K.** "Experientia docet." *J. ment. Sci.*, 1946, 92, 667-681.—This presidential address at the 105th annual meeting of the Royal Medico-Psychological Association lists areas which still require intensive study: unreality states, with their depersonalization and derealization syndromes; puzzled, perplexed, hypochondriacal states with easy fatigability; the spoiled-child reactive states; the stupors, which are so symbolic of the death motif; obsessive tension states; and the relationship of delinquency to mental disorder. The study and evaluation of personality is essentially a task for psychiatrist and psychologist, although general literature has been just as rich as medical literature in delineation of personality types full of psychiatric interest. Personality problems are so important in medicine that no medical student should be allowed to practice until he has had satisfactory training and passed an adequate examination in the principles of mental health.—*W. L. Wilkins* (Notre Dame).

1101. **Holzberg, J. D.** A practical program of in-service training for military clinical psychologists.

*J. clin. Psychol.*, 1946, 2, 341-347.—This is a report on the in-service training program carried out in a neuropsychiatric hospital. There is a full description of the type of training provided for the psychological staff.—*L. B. Heathers* (Univ. Washington).

1102. **Honig, P.** Psychodrama and the stutterer. *Sociometry*, 1946, 9, 175-176.—Abstract.

1103. **Hunter, H.** Short-term psychotherapy. *J. nerv. ment. Dis.*, 1947, 105, 86.—Abstract.

1104. **Kaila, M.** Über die Durchschnittshäufigkeit der Geisteskrankheiten und des Schwachsinn in Finnland. (On the average frequency of mental disease and mental defect in Finland). *Acta psychiat., Kbh.*, 1942, 17, 47-67.—A statistical investigation and a comparison of the obtained figures with German and Scandinavian statistics.—*A. L. Benton* (Univ. Louisville Medical School).

1105. **Kerr, M. J.** The importance of preparing children for psychiatric treatment. *Smith Coll. Stud. soc. Work*, 1946, 17, 69-104.—In a study of 75 children treated at a clinic it was found that a child's attitude toward the clinic was better if he was adequately prepared for attending the clinic and that capacity for establishing a good therapeutic relationship tended to be associated with a positive initial attitude toward the clinic.—*M. R. Jones* (Iowa).

1106. **Kindwall, J. A.** Application of psychiatry to vocational rehabilitation. *J. Rehabil.*, 1946, 12, No. 4, 28-32.—Psychiatry has become a part of rapid rehabilitation and an important factor in public policy only during the last 15 years. There should be an increasing realization that the problems of psychiatry are the problems of the community and that scientific study can make thousands of handicapped persons productive. Early treatment is necessary to prevent suicides and homicides and makes cure easier. Rehabilitation of the aged demands methods suitable to their age. Since not all psychiatric or psychoneurotic persons can be rehabilitated, the best guide in selection of patients is the life story of the patient. However, in the adolescent the instability of his age must be recognized and should not be considered a permanent factor. The shock of war has had an influence upon civil life, and each case must be evaluated individually.—*F. A. Cooksley* (Medical Writing Service).

1107. **Kirman, B. H.** Mental disorder in released prisoners of war. *J. ment. Sci.*, 1946, 92, 808-813.—From a population of some 60,000 Europeans confined in camps under Japanese control, 50 psychotics and 6 neurotics were admitted. Thirteen developed psychosis early in captivity, 10 were probably psychotic before imprisonment, and 14 were diagnosed under the rubric of release reaction. The extremely poor diet, which caused physical illness in the majority of the prisoners, was apparently not an important factor in producing mental disturbances, and the negligible number of neuroses is noteworthy.—*W. L. Wilkins* (Notre Dame).

1108. **Knudson, A. B. C.** Activities of the Veterans Administration in rehabilitation. *Occup. Ther.*,

1946, 25, 191-195.—The author describes the organization, function, purpose, and proposed personnel in the rehabilitation programs in the general medical and surgical, neuropsychiatric, and tuberculosis hospitals of the Veterans Administration.—G. S. Speer (Illinois Inst. Tech.).

1109. Laird, A. The significance of non-conforming behavior in the military service. *J. nerv. ment. Dis.*, 1946, 104, 542-548.—The psychopathic behavior of an officer in the Army is described. The author notes the difficulty with which those associated with the officer recognized the true nature of his behavior.—L. B. Heathers (Univ. Washington).

1110. Lawlor, G. W. Psychodrama in group therapy. *Sociometry*, 1946, 9, 275-281.—Six professional people who organized themselves into a group which was to be therapeutic for themselves and others used several types of psychodrama. Four types of benefit seemed to come from these psychodramatic activities: (1) spontaneity training, (2) catharsis, (3) self-insight, and (4) solution of personal problems.—G. A. Kimble (Brown).

1111. Lennox, W. G. Science and seizures; new light on epilepsy and migraine. (2nd ed.) New York: Harper, 1946. Pp. xi + 258. \$2.00.—The second edition of this book for both physicians and laymen is also devoted primarily to epilepsy and contains new material on therapy and the activities of the American Epilepsy League (see also 15: 2619). The greatest changes are in those sections dealing with treatment, where an authoritative evaluation of the new drug, tridione, is presented. The final 44 pages are devoted to a discussion of migraine, with emphasis on the dissimilarity to epilepsy. An appendix furnishes a list of recent publications.—C. E. Henry (Inst. Juvenile Research, Chicago).

1112. Lindberg, B. Konstitutionspsykologiska synpunkter på mentala defekter hos skolbarn. (Constitutional-psychological viewpoints on mental defects in school children.) *Tidskr. Psykol. Pedagog.*, 1942, 1, 12-21.—Among mental defective children are those with intelligence defects, the psychopathic personalities, and those with lesions, these latter not constitutionally defective. The author follows Sjöbring's theory, according to which the psychopathic personalities represent 3 forms of human inadequacy, all minus-variables of 3 normal human radicals. These types would be the asthenic, the syntonous, and the hysterical personality. Many children who need psychiatric care have no intellectual defects.—C. Hellwyn (Chicago).

1113. Lippman, R. W. Reconditioning the neuro-surgical patient. *Dis. nerv. Syst.*, 1946, 7, 325-329.—War medicine has directed new attention to the previously neglected area of the scientific management of convalescence, which is particularly important in neurological cases. The importance of both physical and psychological factors is illustrated by the description of the management and activities of a transverse myelitis ward. Exercise and physical therapy, recreation, guidance, and occupational and vocational education were used extensively, with a

resulting "obvious and enormous lift in the morale of the patients." C. E. Henry (Inst. Juvenile Research, Chicago).

1114. McLean, J. A. Visual field changes in syphilis of the central nervous system. *Canad. med. Ass. J.*, 1946, 55, 571-574.—The literature is reviewed on optic atrophy in syphilis of the central nervous system, on visual field changes in syphilitic optic atrophy, and on prognosis of ocular syphilis in variably treated and in untreated cases. The author reports that of 70 cases of syphilitic primary optic atrophy at the Government Clinic, 85.1% had reduced visual fields on admission, whereas after 7.5 years of treatment and observation, 90% of 30 cases followed through had retained their visual fields unchanged or improved.—F. C. Sumner (Howard).

1115. MacMahon, J. F. Some problems in conditioning the adult feeble-minded. *Med. Pr.*, 1946, 216, 379-383.—A review is given of what measures are being taken in British institutions for the feeble-minded with a view to the latter's social adaptation.—F. C. Sumner (Howard).

1116. Marburg, O., & Helfand, M. Analysis of one hundred cases of epilepsy. *J. nerv. ment. Dis.*, 1946, 104, 465-473.—One hundred epileptics, most of whom had been patients at the Nerve Clinic of the Post Graduate Hospital of New York for many years, were studied. Head injuries were the most frequent dispositional factor, hereditary factors being negligible. The majority of the patients showed abnormal brain waves both in attack-free intervals and after the cessation of attacks. Although, as the authors emphasize, it is not yet possible to make precise judgments, it appears that the drugs methylphenylethyl-hydantoinate, sodium dilantin, and the barbiturates are effective in controlling attacks in the order indicated. The former is especially effective with petit mal attacks.—L. B. Heathers (Univ. Washington).

1117. Mase, D. J. Etiology of articulatory speech defects. *Teach. Coll. Contr. Educ.*, 1946, No. 921. Pp. viii + 85.—Matched groups of 53 fifth and sixth grade boys were studied with respect to 6 factors commonly believed to be causes of functional articulatory speech defects. All subjects in the experimental group had at least two articulatory defects. Tests included hearing acuity, memory span, diadochokinetic movements of the articulators, general muscular co-ordination, tonal memory and rhythm, and auditory articulatory discrimination. No significant differences were found between experimental and control groups on any of the factors tested. It is recommended that clinicians avoid indiscriminate use of exercises to develop skill in the abilities studied. Further research is required to establish the etiological factors in functional speech defects. There is a bibliography of 64 items.—W. H. Wilke (New York Univ.).

1118. Miller, M. E., & Hoover, R. E. Foot travel without sight. *Outlook for Blind*, 1946, 40, 244-251.—The newly blinded veteran needs to achieve physical independence as completely as possible



and as soon as possible after his loss of sight, if he is to avoid the psychological pitfalls resulting from enforced dependence on others. The Valley Forge General Hospital Program for "foot travel instruction and physical reconditioning" is presented with the reasons therefor. Emphasis is laid upon the fact that although rather definite goals are set for all of the blinded veterans, the means of achieving these goals must be adapted to individual needs.—*K. E. Maxfield* (City College, New York).

1119. Moreno, J. L. **Psychodrama and group psychotherapy.** *Sociometry*, 1946, 9, 249-253.—The psychodramatic method uses 5 instruments: the stage, the subject, the director, the staff of auxiliary egos, and the audience. The functions of these are described.—*G. A. Kimble* (Brown).

1120. Parker, C. S. **Report on one hundred female patients treated by prefrontal leucotomy.** *J. ment. Sci.*, 1946, 92, 719-733.—Symptoms of true melancholia can be removed in an extremely high percentage of cases, even old standing cases and after failure of other methods. Leucotomy seems no more efficacious than other methods of treating schizophrenia, paranoia, and paraphrenia. Twenty-eight cases are appended to suggest social recoveries.—*W. L. Wilkins* (Notre Dame).

1121. Patterson, C. H. **The Wechsler-Bellevue Scale as an aid in psychiatric diagnosis.** *J. clin. Psychol.*, 1946, 2, 348-353.—A good test instrument is one able to differentiate between borderline and ambiguous cases, not merely the clear cut ones. The Wechsler was given to 50 consecutive patients at an overseas Army general hospital; all of the patients were referred by the ward psychiatrists during the last part of 1945. The majority of the patients were service troops, under 25 years of age, with an eighth grade education. The final psychiatric diagnosis was compared with the test diagnosis. There was complete or partial agreement in the diagnoses in 78% of the cases. Most difficulty was found in differentiating mentally deficient persons from those with organic difficulties, since the mentally deficient often showed organic signs not substantiated psychiatrically, and in differentiating organic conditions from psychoses, especially schizophrenia.—*L. B. Heathers* (Univ. Washington).

1122. Rashkis, H. A., & Welsh, G. S. **Detection of anxiety by use of the Wechsler Scale.** *J. clin. Psychol.*, 1946, 2, 354-357.—The Wechsler was given to 15 anxiety cases, 15 cases with other diagnoses but in whom anxiety was a prominent factor, and 15 cases of other diagnoses in which anxiety was not an important factor. From comparing these 3 groups a list of 12 possible indicators of anxiety was developed. The signs which most effectively indicated anxiety were apprehension, temporary inefficiency on the Block Design test, compensatory psychomotor activities, and distractibility. The signs showing the least discriminatory value were temporary inefficiencies on the Digit Span, Object Assembly, and Picture Completion Tests. Tentative norms

regarding the probability of the presence of anxiety are given. The norms are based on the number of anxiety signs appearing in a test record.—*L. B. Heathers* (Univ. Washington).

1123. Reifstein, E. C., Jr. **Psychogenic or hypothalamic amenorrhea.** *Med. Clin. N. Amer.*, 1946, 30, 1103-1114.—Because of psychologic disturbances the hypothalamus may through loss of normal nerve impulses fail to release luteinizing hormones from the anterior pituitary gland which are necessary for the production of estradiol. A non-estrogenic hormone may then inhibit the follicle stimulating hormone required for menstruation. Diagnosis is made by ruling out physical causes and by discovery of an earlier psychic shock. As emotional stress is eliminated, the condition may disappear. Other cases may require psychoanalysis, with reassurance that there is no organic disease. The woman who is maladjusted, perhaps unconsciously, is more difficult to treat. The theory that release of luteinizing hormones from the anterior pituitary system is affected by nervous stimuli from the hypothalamic-pituitary nervous system has been experimentally proved.—*F. A. Cooksley* (Medical Writing Service).

1124. Richards, E. L. **Introduction to psychology and psychiatry.** (2nd ed.) St. Louis: C. V. Mosby, 1946. Pp. 419. \$3.50.—Written for nursing and medical students, much of this book is organized around the concepts, and reflects the viewpoints of, Adolf Meyer. Part I consists of 100 pages reviewing the fundamentals of human behavior, particularly personality study. Part II discusses the fundamentals of psychiatric work under the headings of historical treatment, examination, and the objectives of psychiatric nursing. The major portion of the book, Part III, is devoted to psychiatric illness and therapy with specific topics of intellectual and emotional defectiveness, psychoneurotic reactions, the psychoses, organic brain disorders, and mood and thinking disturbances. A separate chapter on alcoholism is included by R. V. Seliger. A 60-page appendix touches briefly on Meyerian descriptive terminology, psychosomatic illness, psychological and physiological tests, and the verbal, drug, and surgical therapies. There are 177 grouped references. (See also 16: 2701.)—*C. E. Henry* (Inst. Juvenile Research, Chicago).

1125. Richardson, H. B. **Obesity as a manifestation of neurosis.** *Med. Clin. N. Amer.*, 1946, 30, 1187-1202.—Reduction of weight can be brought about only by a complex doctor-patient relationship, if obesity is not caused by organic disturbances, which are rarely found. Past and present relationships in the family must be studied. Often there is a sense of guilt, sometimes obesity is a protest against men and marriage; in many obese women there are symptoms of anxiety, and eating becomes a substitute gratification, the compulsive eating being similar to alcohol or drug addiction. Obesity should, therefore, stimulate interest of internists in psychiatric technics, so that they can be applied in the every-

day practice of medicine.—*F. A. Cooksley* (Medical Writing Service).

1126. Roback, H. N. The emotionally unfit soldier; psychiatric study of 12,000 soldiers in an infantry replacement training center. *J. nerv. ment. Dis.*, 1946, 104, 526-532.—The soldiers seen were those who were showing psychiatric disorders, were unable to learn the Army training, or were facing court-martial. The recommended disposition of the 12,000 cases and the psychiatric classifications of those admitted to the Camp Station Hospital are reviewed. The author notes the frequency with which civilian medical diagnoses are used neurotically, the increase in feelings of inadequacy of illiterates in the Army situation, the great difficulty of older, married trainees in adjusting to Army life, and the relative importance of the patient with a psychopathic personality in disrupting group life in the Army.—*L. B. Heathers* (Univ. Washington).

1127. Robinson, F. P. Are "nondirective" techniques sometimes too directive? *J. clin. Psychol.*, 1946, 2, 368-371.—Nondirective techniques direct the attention of the client to the emotional and attitudinal aspects of his problem. After a client has thought through his problem, a too rigid adherence to this method may make it impossible for the client to guide the conference where he wishes. As an example, an illustration of the use of this technique in a how-to-study program is given. Since clients do not expect one counselor to handle decision fostering interviews and another to handle the remedial aspects of the problem, a counselor must be aware of the limitations as well as the possibilities of the nondirective technique and adjust his counseling methods to the changing requirements of the counseling situation.—*L. B. Heathers* (Univ. Washington).

1128. Robinson, M. F. What price lobotomy? *J. abnorm. soc. Psychol.*, 1946, 41, 421-436.—Ten schizophrenics who underwent bilateral prefrontal lobotomy are compared with 7 similar nonoperated patients. They show no unique characteristics in Rorschach or Binet tests or in learning or abstract thinking. The lobotomized patients show deficit in capacity for prolonged attention, as in rhyme and number tests requiring deliberation, and in Downey's Perseveration and Motor Inhibition tests. 53-item bibliography.—*C. M. Harsh* (Nebraska).

1129. Rokhlin, L. L. *Psikhicheskie narusheniia pri maliarii*. (Mental disturbances in malaria). *Vrach. Delo*, 1946, 26, 225-232.—*R. Bauer* (Chevy Chase, Md.).

1130. Rosen, H., & Kiene, H. E. Paranoia and paranoid reaction types (a summary of eight case histories). *Dis. nerv. Syst.*, 1946, 7, 330-337.—A composite personality picture is given of the 8 out of 14,000 neuropsychiatric cases from the European Theatre of Operations diagnosed as early paranoia. No causal organic or somatic factors were discovered, although most of these psychoses apparently began between ages 30 and 40. All suffered from an early emotional insecurity, had unsatisfactory sexual ad-

justments, and felt inadequate, inferior, and insecure. The authors "subscribe to the view that in these individuals, who for some reason or other were so predisposed, traumatic life experience initiated the insidious advance of paranoid thinking, with its irresistible selection of environmental evidence, to the personality distortion of paranoia."—*C. E. Henry* (Inst. Juvenile Research, Chicago).

1131. Roubšček, J. Laughter in epilepsy, with some general introductory notes. *J. ment. Sci.*, 1946, 92, 734-755.—After a review of the physiology and psychology of laughter, and its relationship to sexuality, 5 cases are presented to illustrate pathological laughter and its significance in epilepsy.—*W. L. Wilkins* (Notre Dame).

1132. Rubin, H. E., & Katz, E. Auratone films for the treatment of psychotic depressions in an Army general hospital. *J. clin. Psychol.*, 1946, 2, 333-340.—Auratone films are primarily abstract color patterns, in ever changing forms, synchronized, in this instance, with rather sad popular songs such as "Home on the Range" and "The Lost Chord." The films were shown to 10 patients in small groups several times a week. A psychiatrist led a group discussion following the showing of the films. The usual therapy for the patients was not discontinued during the experiment. It was observed that the patients remained very interested in the films, that their span of attention tended to increase within any one showing and from one showing to another, that they became more relaxed while viewing the pictures and more accessible immediately following the showings than they had been. The patients responded to the sadness of the films. After becoming accessible on this mood level, it was possible to begin setting up new attitudes in the patients.—*L. B. Heathers* (Univ. Washington).

1133. Rudolf, G. de M. Psychological aspects of a conscious temporary generalized paralysis. *J. ment. Sci.*, 1946, 92, 814-816.—Slight psychopathological conditions were found typical of 11 cases fully studied of "night nurses' paralysis," among 12 cases investigated among nurses and 5 cases among naval officers and printers. It is a conscious generalized immobility, in which the musculature remains in a tonic state in which it has been placed voluntarily. Vision and hearing are unimpaired, but mental confusion was reported by several observers.—*W. L. Wilkins* (Notre Dame).

1134. Ruegnitz, M. G. Applied music on disturbed wards. *Occup. Ther.*, 1946, 25, 203-206.—When the administration of music is planned, controlled, and guided medically it has a definite place in the treatment of those who are mentally ill.—*G. S. Speer* (Illinois Inst. Tech.).

1135. Sarlin, C. N., & Berezin, M. A. Group psychotherapy on a modified analytic basis. *J. nerv. ment. Dis.*, 1946, 104, 611-667.—Observing that group psychotherapy based on an intellectual discussion of problems of mental health produced little change in patients, the authors attempted a form of group work utilizing the analytic approach. Eight-



een sessions with a group of about 6 men are described in detail. Although all of the patients achieved some insight into their problems, none of them showed any marked symptomatic relief and none, as a result of the treatment, were returned to full military duty.—*L. B. Heathers* (Univ. Washington).

1136. Saul, L. J. The relations to the mother as seen in cases of allergy. *Nerv. Child*, 1946, 5, 332-338.—When the relationship to the mother is threatened, or when a person is under stress, the longing for help or consolation is expressed in various combinations of forms, reflecting the oral, ambulatory, dermal, respiratory, and other mechanisms, trends, and forms of attachment to the mother. These impulses may be gratified by personal relationships which re-establish in some degree the relationship to the mother, or impersonally, they may be repressed, or there may be regression involving relinquishment of the activity and return to earlier stages of development. Preliminary observations strongly suggest that the dermal and respiratory mechanisms play a role in the skin and respiratory allergies similar to that of oral mechanisms in the gastro-intestinal disorders.—*G. S. Speer* (Illinois Inst. Tech.).

1137. Schaller, W. F. Psychoneurosis in industry. *Occup. Med.*, 1946, 2, 183-189.—Although psychoneuroses are a small percentage of the total number of traumatic disabilities, they constitute one of the most complicated problems of the injured worker. Factors which are important in the development of neuroses are the attitude of the physician first rendering service, the legal right of the patient to access to medical reports, and idleness during hospitalization and convalescence.—*G. S. Speer* (Illinois Inst. Tech.).

1138. Schiele, B. C. Huntington's chorea in relation to the heredity of personality disorders. *J. Lancet*, 1946, 66, 393-396.—Huntington's chorea may be transmitted to a child by either parent, but the hereditary factor is not the only predeterminer of behavior, since environmental factors may influence many of the behavioristic aberrations. Many members of the afflicted family may be unaffected and attain eminent positions. Recovery from this condition is unknown. After the age of 55 a member of such a family runs no risk of developing the disease. It is suggested that a study of siblings in an affected family be made in order to discover the criteria of those who will develop chorea, using the Minnesota Personality Inventory, the Rorschach test, and psychometric measurements of motor control, coordination, and steadiness, and, by intelligence tests, to determine changes produced by involvement of brain cells. Eugenic control is also recommended.—*F. A. Cooksley* (Medical Writing Service).

1139. Schumacher, H. C. Schizophrenia in children. *Ohio St. med. J.*, 1946, 42, 1248-1254.—The author presents 7 cases of schizophrenia in children. The symptoms by which schizophrenia in children

may be diagnosed when other disorders are ruled out are: seclusiveness associated with irritability if seclusive activities are interfered with; excessive day-dreaming; bizarre behavior; diminution of interests and preoccupation with interests common to younger children; sensitivity to criticism, often associated with violent outbursts; and a reduction in physical activity. Prognosis in the 7 cases cited does not appear too favorable. Recent reports, however, indicate that up to 50% of schizophrenic children may show improvement. Treatment is primarily aimed at helping these children to improve their personal and social relationships. The treatment can best be carried out in a hospital-school-institutional setting.—*F. C. Sumner* (Howard).

1140. Simon, B. K. Social case work in a medical setting. *Soc. Serv. Rev.*, 1946, 20, 362-373.—In psychosomatic medicine the study of particular symptoms or behavior is less important than determining the patient's ability to adjust to certain life situations, his pattern of reacting to them, and the nature and seriousness of his conflicts.—*G. S. Speer* (Illinois Inst. Tech.).

1141. Snyder, W. U. "Warmth" in nondirective counseling. *J. abnorm. soc. Psychol.*, 1946, 41, 491-495.—Verbatim transcriptions of interviews give the impression that nondirective counseling is cold and disinterested. This may seem true of novices trying to inhibit directive remarks, but a successful counselor must show interest in the client by expression, appropriate level of speech, structuring the interviews as co-operative ventures, calmly accepting admissions of faults or guilt, and recognizing and clarifying the client's feelings.—*C. M. Harsh* (Nebraska).

1142. Starr, A. S. Patterns in clinical services. *Train. Sch. Bull.*, 1946, 43, 110-116.—"The study attempts to answer such questions as who comes to the psychological clinic, from where, and why?" The data are derived from 5,000 cases seen at the Rutgers Psychological Clinic for a period of 16 years. There has been an increase of referrals for the pre-school group with the passing of years, although the age group 6-0 to 11-11 has always constituted the largest group. "As to diagnosis and level of ability, 5.2% were of superior ability, 54.6 normal, 5.7% retarded, 5.0% borderline, 20.6% moron, 3.5% imbecile and idiot, and 5.5% deferred." The most frequent reason for referral was "to determine mental status."—*S. B. Sarason* (Yale).

1143. Stern, E. S. The modern treatment of schizophrenia. *Med. Pr.*, 1946, 216, 321-324.—A presentation of the symptomatology of schizophrenia in mild and severe cases and in children and adults is followed by a review of the newer methods employed in its management and therapy. The author regards as most important a recognition of the individuality of the patient and a continued manifestation of affection and interest for him by nurses, doctors, and relatives.—*F. C. Sumner* (Howard).

1144. Stevens, E. The use of psychodrama in the treatment of children with articulatory defects. *Sociometry*, 1946, 9, 283-289.—The psychodramatic method is shown to be of use in treating children with speech defects where the disability is of psychogenic origin. Work began with psychodramatic sessions done in pantomime. Later, children's stories employing verbalization were introduced. The psychodramatic technique is of value because it gives the child a new avenue for expression, it helps the child understand his problem, it uses the child's normal play activities in real-life situations, and it is suited to the group therapy situation.—G. A. Kimble (Brown).

1145. Strecker, E. A. War psychiatry and its influence upon postwar psychiatry and upon civilization. *J. Lancet*, 1946, 66, 357-358.—Neuropsychiatric disabilities detected at induction or training areas were found to be not the result of intellectual inferiority but of emotional and social immaturity. Many were due to defects in childhood training by parents themselves immature and basically undemocratic in their social attitudes. The war has shown the shortage of psychiatrists. At least one half of the medical officers trained by the Army and Navy in psychiatry want to continue to work in this field. The author feels that there will be a three-pronged attack upon therapeutic technics, arising (1) from the great number of patients needing treatment; (2) from the shortage of psychiatrists; and (3) from the relative success obtained in the war from use of energetic and brief therapies. Psychoanalysis will be modified by therapeutic short cuts, but study of the past will be needed to prevent continuance of a situation which prevents active interest in everyday realities and activities.—F. A. Cooksley (Medical Writing Service).

1146. Thompson, G. N. A psychiatric formulation of alcoholism. *Quart. J. Stud. Alcohol*, 1946, 7, 346-355.—The psychoneurotic drinker, dissatisfied with his personality, seeks a change, and alcohol affords temporary relief and ventilation of undesirable symptoms. The psychopathic personality suffers from a disturbance of time concept, and alcohol furnishes the measures for satisfaction of the moment. Treatment for most alcoholics is treatment of the underlying neurosis. The aversion treatments sober the patient up and provide time for psychotherapy.—W. L. Wilkins (Notre Dame).

1147. Thorne, F. C. Directive psychotherapy: IX. Personality integration and self-regulation. *J. clin. Psychol.*, 1946, 2, 371-383.—"Fundamental to directive psychotherapy is the axiom that an organically intact individual has adequate personality resources for intelligent adaptation when insight is gained into the behavioral inconsistencies responsible for maladjustment. This paper attempts to elaborate the implications of Lecky's self-consistency theory of personality with special reference to psychotherapy. The validity of the concept of psychic determinism is questioned on theoretical grounds, since clinical experience indicates the im-

portance of self-regulation. An outline is presented for objectively evaluating volitional behavior and self-control. Therapeutic implications are indicated with illustrative case summaries. It is concluded that intelligent adaptation achieved by training rather than 'free will' is the basis for therapy oriented toward facilitating self-regulation and self-denial." (See also 19: 2207, 3393; 20: 176, 457, 461, 1951, 3682, 4646.)—L. B. Heathers (Univ. Washington).

1148. Toeman, Z. Clinical psychodrama: auxiliary ego double and mirror techniques. *Sociometry*, 1946, 9, 178-183.—Two new psychodramatic techniques are described. The first, the "double" technique, consists in placing on the stage with the patient a second person who acts as the patient, attempting at the same time to interpret the patient's behavior. In the "mirror" technique, the patient remains in the audience while a second person portrays him. Examples of the use of these methods are described.—G. A. Kimble (Brown).

1149. Vogelsand, A. D. Study of fifty cases of enuresis. *J. Urol.* 1946, 56, 584-587.—Fifty adult enuretics in service were given a complete physical examination, with social history and determination of intelligence by the Wechsler and Kent tests. Eighty per cent had a history of enuresis throughout their lives. No significant disease was found; pyleograms were all normal. Sixteen classified according to IQ and mental age showed only 2 normal; 2 were "dull normal"; 3 were borderline defective; 1 was psychoneurotic.—F. A. Cooksley (Medical Writing Service).

1150. Wilder, J. Tic convulsif as a psychosomatic problem. *Nerv. Child.* 1946, 5, 365-371.—The tic convulsif is the result either of an organic or a psychological impairment of brain function. The majority of tics are purely psychogenic in origin. The tic convulsif is a classical example of a psychosomatic condition.—G. S. Speer (Illinois Inst. Tech.).

[See also abstracts 1001, 1004, 1007, 1008, 1011, 1019, 1153, 1154, 1164, 1166, 1168, 1220, 1221, 1238, 1318, 1321, 1324, 1329, 1331, 1335, 1339.]

## PERSONALITY AND CHARACTER

1151. Alper, T. G. Memory for completed and incompleting tasks as a function of personality: an analysis of group data. *J. abnorm. soc. Psychol.*, 1946, 41, 403-420.—Variations in recall of completed and incompleting tasks have suggested the influence of personality factors and ego-involvement (better called self-esteem-involvement). Whereas previous studies have been hampered by inadequate personality data, the present study used 10 subjects of the Harvard Clinic's intensive Diagnostic Council Experiment. The task of rearranging sentences was assumed to involve more self-esteem when presented as an intelligence test. There were no significant group differences in recall of completed tasks, but individual differences seemed consistent with the needs of the individual. "Strong Egos" recall more completed tasks in the threatening situation, whereas



"Weak Egos" admit defeat and recall more incompleting tasks. 41 references.—C. M. Harsh (Nebraska).

1152. [Anon.] Letters from Jenny (continued). *J. abnorm. soc. Psychol.*, 1946, 41, 449-480.—A continuation of the letters from Jenny to her young confidants, presented as material for analysis of her personality by anyone so interested. (See also 20: 4653.)—C. M. Harsh (Nebraska).

1153. Barker, R. G., Wright, B. A., & Gonick, M. R. Adjustment to physical handicap and illness: a survey of the social psychology of physique and disability. *Soc. Sci. Res. Coun. Bull.*, 1946, No. 55. Pp. xi + 372.—Personal adjustment to physical handicap is a problem in the psychology of personality and social behavior. It is from this point of view that the authors have reviewed the literature, chiefly American and British, on 18 types of physical deviations. Critical evaluations are made of the literature on normal variations in size, orthopedic crippling, tuberculosis, hearing defects, and acute illness. There is also a chapter on employment of disabled persons. The emphasis in the review chapters is on personality and social behavior rather than intelligence and education. Each of the above topics has a separate bibliography averaging over 100 entries each. In addition there are bibliographies only on visual defects, cardiac disability, diabetes mellitus, cosmetic defects, rheumatism, and cancer.—C. M. Louttit (Sampson).

1154. Bergler, E. Personality traits of alcohol addicts. *Quart. J. Stud. Alcohol*, 1946, 7, 356-359.—The sequence of events in the cycle of the alcohol addict's mood: "jocose, morose, bellicose, comatose," is explicable through understanding of his inner conflict. "He is fighting, intrapsychically, his attachment, of a masochistic variety, to the fantasy of a 'bad,' 'depriving' and 'refusing' mother." He regresses to an infantile level to prove he can get as much fluid as he wants—but not milk. "The alcoholic consumes alcohol specifically because of its injurious effects on him. This is due to the unconscious reality that the alcoholic identifies himself with the allegedly refusing image of the 'bad' mother and fills her with poison."—W. L. Wilkins (Notre Dame).

1155. Chamoulaud, M. Projection methods; research study in process. *Sociometry*, 1946, 9, 171.—Abstract.

1156. Combs, A. W. The use of personal experience in Thematic Apperception Test story plots. *J. clin. Psychol.*, 1946, 2, 357-363.—Autobiographies and TAT's were obtained from 46 students in mental hygiene courses. These 2 sets of material were compared to find out how much of the TAT material could be found in the autobiographies. Unless the material described in the TAT could be exactly substantiated by material in the autobiographies to the satisfaction of a second judge, the material was not classified as an agreement. Complete agreement between story plot and life situation was found in only 2.8% of the stories; there was partial agreement be-

tween the two in 28.2% of the stories. Picture No. 2 gave the largest number of plots which were similar to life experiences; this result is based on the 40 women in the experimental group. The author stresses throughout that his analysis is in terms of situational agreements, not in terms of attitudinal or affective agreements.—L. B. Heathers (Univ. Washington).

1157. Crespi, L. P., & Shapleigh, G. S. "The" veteran—a myth. *Publ. Opin. Quart.*, 1946, 10, 361-372.—Recent books imply certain generalities about "the veteran" and "his" problems of post-war maladjustment. Investigation of 199 ex-servicemen enrolled at Princeton reveals (a) individual differences in various attitudes among them, and (b) that wartime experiences have occasioned constructive personality changes in some or many of them.—H. F. Rothe (Stevenson, Jordan & Harrison, Inc.).

1158. Dai, B. Some problems of personality development among Negro children. *Proc. Inst. Child Res. Clin. Woods Schs*, 1945, 12, 67-105.—In this study the problems of personality development among Negro children are approached from the sociopsychiatric point of view. Some of the problems and the effects of these problems upon personality development are discussed. Data were obtained from 80 Negro youths ranging in age from 17 to 25 years. For purposes of discussion the problems of personality development among Negro children are divided into two categories: (1) problems that Negro children share with whites and (2) problems more or less peculiar to Negro children.—L. Long (City College, New York).

1159. Gillin, J. Personality formation from the comparative cultural point of view. *Proc. Inst. Child Res. Clin. Woods Schs*, 1945, 12, 13-34.—Conclusions based on comparative cultural studies of personality are presented from the point of view of the light they throw upon the problems of personality formation in our own society. The implications for personality development within our society are also discussed. Specific suggestions are made about the process of socialization of the child.—L. Long (City College, New York).

1160. Humphrey, B. M. Success in ESP as related to form of response drawings: II. GESP experiments. *J. Parapsychol.*, 1946, 10, 181-196.—The Elkinsch criterion of expansion-compression in the form of drawings (see 19: 3526) was applied to drawings obtained from subjects in 6 series of general extrasensory perception tests ("GESP" tests in which either telepathy or clairvoyance or both may operate). The author, without knowledge of the subjects' scores on the ESP test, rated the drawings as either expansive or compressive and then compared the ESP scores of the two groups of subjects. The expansive subjects obtained a mean score below chance expectation, while the compressives had a mean score above mean chance expectation. "Student's" *t* of the difference between the means was 2.95 with a probability (2P) of .0032. This finding is opposite to that in the previous article in this

series (see 20: 4151), in which the expansive subjects in clairvoyance tests scored high, while the compressive subjects obtained scores below chance expectation. This reversal in the results of the two different types of ESP tests raises a problem which remains unsolved at present.—*B. M. Humphrey (Duke)*.

1161. Hunt, W. A. The future of diagnostic testing in clinical psychology. *J. clin. Psychol.*, 1946, 2, 311-317.—Clinical psychology has made relatively little progress because we have emphasized quantitative data rather than the qualitative behavior of the individual in the standardized test situation. One remedy for this is that we rework our tests so that we obtain "diagnostically rich observable material as well as convenient numerical measures." Such tests would require the services of experienced clinicians. Hence "we should consider the individual clinician as a clinical instrument, and study and evaluate his performance exactly as we study and evaluate a test."—*L. B. Heathers (Univ. Washington)*.

1162. Jennings, H. H. A graduate seminar in psychodrama with demonstrations held at Stanford University, Fall 1945. *Sociometry*, 1946, 9, 162-165.

1163. Lawlor, G. W. Problems connected with setting up a psychodramatic unit, selection and training of auxiliary egos. *Sociometry*, 1946, 9, 168.—Abstract.

1164. Mayers, A. N., & Mayers, E. B. Grammar-rhetoric indicator. *J. nerv. ment. Dis.*, 1946, 104, 604-610.—A patient's mental conflicts may be reflected in his grammar and rhetoric. Patients of various types were asked to make up stories. Certain trends appeared in the word usages of various groups. For examples, "might" and "if" were often used by insecure individuals, passivity was reflected in the avoidance of active verbs and the utilization of passive verbs and participles, and schizophrenics tended to omit articles and pronouns or to shift the sex of the pronoun used. No quantitative data are given in the article regarding the reliability of these trends.—*L. B. Heathers (Univ. Washington)*.

1165. Moreno, J. L. Situation test. *Sociometry*, 1946, 9, 166-167.

1166. Napoli, P. J. Finger-painting and personality diagnosis. *Genet. Psychol. Monogr.*, 1946, 34, 129-230.—"The purpose of this study has been to define, describe, and present Finger-Painting as a clinical instrument in personality diagnosis, appraisal, and therapy." A history of finger painting is presented and the technique used by the author is described in detail. It is emphasized that personality appraisal should be attempted only when the 3 main aspects of the finger-painting technique are studied together, viz., the behavior performance, the finger painting, and the verbalization. The finger paintings of illustrative cases (schizophrenic, paranoid, and unstable personalities) are described. 74-item bibliography.—*L. Long (City College, New York)*.

1167. Peters, H. N. The mirror-tracing test as a measure of social maladaptation. *J. abnorm. soc.*

*Psychol.*, 1946, 41, 437-448.—As part of an interview battery, 4 trials on a mirror-tracing test were individually administered to 3 groups of socially maladjusted persons—prison inmates, adolescents, and insane. Adult and student control groups were also tested, but with different motivation. Performance reveals personality traits and shows reliably slower learning by maladjusted persons. Evidence is presented supporting the postulate that a concrete, empirical attitude aids performance, whereas an abstract, rational attitude involves rigid ideas and may hinder mirror tracing and also social adjustment.—*C. M. Harsh (Nebraska)*.

1168. Prados, M. Personality studies of homosexuals. *Rev. Psychol., Montréal*, 1946, 1, 103-119.—The Rorschach test was used on 12 male homosexuals, aged 18-48. Most frequent symptoms were dehumanization, confusion of sexual identification, feminine identification, and castration and phallic symbolism.—*R. W. Husband (Iowa State)*.

1169. Shipley, W. C., Gray, F. E., & Newbert, N. The Personal Inventory—its derivation and validation. *J. clin. Psychol.*, 1946, 2, 318-322.—The Personal Inventory is a forced-choice, paper-and-pencil questionnaire developed as a psychiatric screening device by the Navy. It is not yet available to the public. There are 2 forms; a long form consisting of 145 items and a short form consisting of 20 items. The 2 forms have been tried out on large numbers of Navy personnel. "Both forms . . . have been found to identify a very substantial proportion of the psychiatrically undesirable while including but a small fragment of normals; both forms have also shown reasonable reliabilities, ranging from  $r = .66$  to  $r = .91$ , and low correlations with the GCT, the median  $r$  being  $r = -.27$ . The findings are consistent in demonstrating the inventory's usefulness as a psychiatric screening aid, and indicate that for most purposes the Short Form is the more practical."—*L. B. Heathers (Univ. Washington)*.

1170. Stuart, C. E. An interest inventory relation to ESP scores. *J. Parapsychol.*, 1946, 10, 154-161.—Subjects in ESP tests were asked to check whether they liked, disliked, or were indifferent to, 60 items on an interest inventory devised by the author. The test provided a general measure of "affectability," expressed in terms of the number of "likes," "dislikes," and "indifferents" the subjects indicated. It was found that the measures provided by this inventory separated ESP subjects into two groups whose ESP scoring levels were significantly different. Subjects who were rated as "unaffectable" made high scores on the ESP test, while those rated as "affectable"—i.e., those expressing a large number of likes and dislikes—obtained scores below chance expectation on the ESP test. It was found, however, that this latter group consistently gave responses which hit the just-previous stimulus rather than the one they were aiming at on each trial. The evaluation of the displacement scores of this "affectable" group gave a "Student's"  $t$  of 4.9, which has a probability of .0002.—*B. M. Humphrey (Duke)*.



1171. Symonds, P. M. Evaluation of teacher personality. *Teach. Coll. Rec.*, 1946, 48, 21-34.—The author discusses the inadequacy of present-day evaluation of personality in the selection of teachers. He evaluates the usual techniques, including the personal-history blank, ratings, interviews, and classroom observation and makes suggestions for improvement. A description is given of novel evaluation methods, including planned situations, such as discussion groups, tasks requiring co-operation, instruction with the examining board as students, stress situations requiring reaction to humiliating and frustrating experiences, and psychodrama (acting out a role in a life-like situation). Various projective techniques and the sociometric technique (rating by associates) are described. Suggestions are made for a central agency to issue reports on candidates to prospective employers regarding suitability for teaching and teaching level for which the candidate is best suited. The most valuable procedure is the interview.—L. B. Plumlee (Coll. Entr. Exam. Bd.).

[See also abstracts 995, 1200, 1233, 1319, 1333.]

#### GENERAL SOCIAL PROCESSES

(incl. Aesthetics)

1172. Abts, D. M. Some religious and ethical problems in the practice of Catholic social workers. *Cath. Univ. Amer. Stud. Sociol.*, 1945, 15. Pp. x + 125.—The analysis of 32 cases furnished by Catholic social case workers, and the presentation of 69 of these, serve to point out the moral and religious questions raised in social work practice by reason of the worker's Catholicity. Parallel questions would arise in the practice of clinical psychology. The 5 major categories considered are: family problems, religion, community obligations, professional secrecy, and a miscellaneous group involving the moral principles of charity, justice, and co-operation. The first two categories involve questions specifically related to the tenets of the Catholic Church; the remainder are more generally related to the ethics of practice.—C. M. Louttit (Sampson).

1173. Alexander, C. Antipathy and phobia. *Sociometry*, 1946, 9, 226-232.—In an attempt to distinguish between dislikes and phobias, the author analysed 200 interviews and the results of 1,000 questionnaires. Auxiliary material was gathered in discussion with medical men who had worked with phobic cases. From these data, it is concluded that the two phenomena are similar in that they both: (1) are individual experiences; (2) arouse negative sensory responses; (3) modify social behavior; and (4) serve as protective devices. Twenty-one points of difference are noted. These may be partly summarized in the statement that the phobia is more intense and affects a wider range of the person's behavior than does the antipathy.—G. A. Kimble (Brown).

1174. Anderson, H. H. Socially integrative behavior. *J. abnorm. soc. Psychol.*, 1946, 41, 379-384.

—Dominative behavior is easily recognized and has been widely discussed as a mechanism of conflict. Socially integrative behavior, which seeks adjustment by reducing conflict, has been neglected by psychologists, although it occurs more frequently in children than does dominative behavior. Clinicians and teachers seem inattentive to conditions of harmony, but sensitive to unpleasant relations. Psychologists should pay more attention to the higher level integrative behavior (involving spontaneity and harmony) which Darwin considered the major advantage of man over animals. The aim of psychotherapy is to increase the child's spontaneity and his harmony with others.—C. M. Harsh (Nebraska).

1175. Bassett, R. E. Stouffer's law as a measure of intergroup contacts. *Sociometry*, 1946, 9, 134-136.—Abstract.

1176. Brodbeck, A. J., & Irwin, O. C. The speech behavior of infants without families. *Child Developm.*, 1946, 17, 145-156.—The speech sounds of 94 infants raised in an orphanage were compared with those of 217 infants living with their families. The age range for both groups was from birth to 6 months. The results are discussed in terms of the frequency of sounds as well as the types of sounds. In all cases the means for the orphanage group are lower than the means for the family group. The difference between the means of the 2 groups of infants is greater for types of sounds than for frequency of sounds.—L. Long (City College, New York).

1177. Campbell, A., & Katona, G. A national survey of wartime savings. *Publ. Opin. Quart.*, 1946, 10, 373-381.—In a recent survey of liquid asset holdings, savings, and spending, the Division of Program Surveys, Bureau of Agricultural Economics, combined area sampling with open interviewing to obtain financial and psychological information from a representative national sample. The methods and ultimate aims of this type of research in economic psychology are described.—H. F. Rothe (Stevenson, Jordan & Harrison, Inc.).

1178. Chen, H. P., & Irwin, O. C. Development of speech during infancy: curve of differential percentage indices. *J. exp. Psychol.*, 1946, 36, 522-525.—The differential percentage index is based upon the difference between the relative frequencies of the several speech sound types in infants and adults. The smaller the value of the index, the more closely does the speech being sampled resemble adult speech. When the speech sound data for 95 infants were analyzed and the values of the index obtained plotted as a function of age, a rectilinear curve with a negative slope was obtained.—D. W. Taylor (Stanford).

1179. Conrad, H. S. Some principles of attitude-measurement: a reply to "Opinion-Attitude Methodology." *Psychol. Bull.*, 1946, 43, 570-589.—This article is a reply to McNemar's recent review of opinion-attitude measurement (see 20: 4703). The reply is concerned mainly with matters of methodological principle rather than factual detail. The

writer discusses McNemar's comments on 3 selected articles.—S. Ross (Bucknell).

1180. Coon, C. S. The universality of natural groupings in human societies. *J. educ. Sociol.*, 1946, 20, 163-168.—Natural groups are characteristic of all kinds of human beings and are the fundamental units of human organization. Among the Rifians of Morocco natural groups are preserved by the expulsion of incompatible members. In complex societies institutions grow out of such groups. In times of stress, as in war, incompatible men may work together, but when the stress is lifted friction appears. Adjustment will be reached only when interested agencies learn that ongoing institutions must consist of combinations of small natural groups.—H. A. Gibbard (Kansas).

1181. Crespi, L. P. "Opinion-Attitude Methodology" and the polls—a rejoinder. *Psychol. Bull.*, 1946, 43, 562-569.—The writer presents a few of the considerations pointing to the existence of an anti-polling bias in the recent critique of attitude and public opinion methodology by Q. McNemar (see 20: 4703).—S. Ross (Bucknell).

1182. Criswell, J. H. Note on Seeman's approach to intra-group Negro attitudes. *Sociometry*, 1946, 9, 207-209.—The results obtained by Seeman (see 21: 1208) are compared with those obtained in an earlier study by Criswell (see 21: 977).—G. A. Kimble (Brown).

1183. Deeg, M. E., & Paterson, D. G. Changes in social status of occupations. *Occupations*, 1947, 25, 205-208.—Counts' study of 1925, establishing a quantitative ranking of occupations according to opinions of social status, was repeated in 1946, to determine whether there has been any substantial change during the intervening years. A correlation of 0.97 was found between the two rankings, only "farmer," "traveling salesman," and "insurance agent" being displaced more than two ranks.—G. S. Speer (Illinois Inst. Tech.).

1184. Driscoll, G. P. What controls our behavior? *Teach. Coll. Rec.*, 1946, 48, 86-90.—The effects of attitudes and values on individual behavior is discussed.—L. B. Plumlee (Coll. Entr. Exam. Bd.).

1185. Ettinger, K. E. Foreign propaganda in America. *Publ. Opin. Quart.*, 1946, 10, 329-342.—"In a report on propaganda activities of registered foreign agents in the U.S.A. . . . Attorney-General Biddle presented the story of 161 organizations and 160 individuals and their political information activities." These are analyzed here into book publishers, magazines, personal or individual propaganda, cartels and business interests, and foreign governments. They are also broken down into methods such as appeals to leaders, large-scale campaigns, kinds of appeals, etc. It is noteworthy that this report covers only registered foreign agents in this country. It is also noteworthy that we do not practice reciprocity and retaliation.—H. F. Rothe (Stevenson, Jordan & Harrison, Inc.).

1186. Gillin, J. L. *Social pathology*. (3rd ed.) New York: Appleton-Century, 1946. Pp. viii + 645.

\$4.50.—In this third edition the factual material has been brought up to date and the presentation has been reorganized (see also 7: 2477). The individual and group aspects of social pathology comprise the contents of Book I, Pathology of Personality, and Book II, Pathology of Social Organization. The second book includes 4 parts in which are discussed the social pathology of (1) domestic relationships (including problems of sex and age), (2) social classes and groups, (3) economic relationships, and (4) cultural relationships. The basic point of view is that "social pathology is the study of the social patterns and processes involved in man's failure to adjust himself and his institutions to the necessities of existence. . . ."—C. M. Louttit (Sampson).

1187. Gray, G. W., & Wise, C. M. *The bases of speech*. (Rev. ed.) New York: Harper, 1946. Pp. xvi + 610. \$3.50.—Following the plan of organization of the 1934 edition, this textbook aims to present the fundamental facts regarding human speech from the viewpoints of the several sciences which are concerned with the study of language. The scope of the discussion is indicated by the chapter headings, which cover the social, physical, physiological, phonetic, neurological, psychological, genetic, linguistic and semantic "bases of speech." All chapters are expanded to include results of experimental studies in the several fields since the first edition. The bibliography includes 228 items.—W. H. Wilke (New York Univ.).

1188. Grinker, R. R. A note on the development of speech patterns. *J. Lancet*, 1946, 66, 370-371.—Speech patterns which persist in spite of intellectual achievements are formed in the "sadistic phase of development" as a result of hostility toward a parent with whom the individual identifies himself. In the case reported, a man of refinement and otherwise adapted to American customs spoke with the foreign accent of his immigrant mother, a weak superstitious woman. When he recognized his hostile attitude, his severe neurosis and his fear of going insane were cured, and he again spoke the language of a successful executive.—F. A. Cooksley (Medical Writing Service).

1189. Hilgard, E. R. The enigma of Japanese friendliness. *Publ. Opin. Quart.*, 1946, 10, 343-348.—The Japanese feelings of aggression and hostility have turned inwards upon themselves as a people and outward upon their military leaders as a scapegoat reaction. This minimizes resentment of the Americans. To this is added an easy acceptance of a dependent role—as a result of having lived in the presence of an overpowering authority—and the friendliness and chivalry of individual American soldiers. All of this makes possible the opportunity to help develop a really democratic and friendly Japan.—H. F. Rothe (Stevenson, Jordan & Harrison, Inc.).

1190. Katona, A., Finley, V., & Hickox, E. Project-research: a survey of race relations in a northern town. *J. educ. Sociol.*, 1946, 20, 129-139.—Project-research is both a concrete "real life" local



study and sound research. A local study of the practices of restaurants concerning Negro patronage is reported. Twenty-four interview cases are summarized. One restaurant served Negroes without reservation; eleven did not serve them at all. A caste system exists in the North as in the South, and laws against discrimination are not enforced. Research and educational implications are suggested.—*H. A. Gibbard* (Kansas).

1191. Kluckhohn, C. *Personality formation among the Navaho Indians. Sociometry*, 1946, 9, 128-132.—The results of an 11-year study of 48 Navaho children are outlined. A number of variable and constant factors related to the personality development of these children are considered with reference to the extent that they may be classed as social, cultural, or genetic.—*G. A. Kimble* (Brown).

1192. Kluckhohn, C., & Leighton, D. *The Navaho*. Cambridge: Harvard University Press, 1946. Pp. xx + 258. \$4.50.—This study has its origin in the puzzling questions raised by administrative relations with a large minority group, rapidly increasing in numbers, facing critical economic problems, and retaining to an amazing extent a cultural integrity even after centuries of contact with whites. The authors describe "those aspects of the Navaho culture that bear most immediately upon the government's capacity to help The People [as the Navahos refer to themselves] strike a working balance between human needs and fluctuating resources." The central theme of the presentation is the necessity, for those who would deal effectively with the Navahos, of recognizing the cultural premises of "The People's" attitudes which are the bases not only for their traditional behavior but for their reaction to new relationships and programs. In pursuing this theme the authors point out that there are implications "which are vital in dealing with any minority group."—*D. L. Glick* (Tulane).

1193. Koos E. L. *Families in trouble*. New York: King's Crown Press, 1946. Pp. xvi + 134. \$2.25.—A study of 62 families in a tenement district in New York City, of the serious troubles they encounter beyond the normal exigencies of life, their ways of coping with troubles, and the effects of the troubles on family life. The occurrence of serious troubles, and slow resolution of those that occur, are favored by inadequate prior intra-family organization; criteria for adequate family organization are presented and illustrated. Notable effects of troubles on family life are (1) common loss of dominance by the father, who has failed in his responsibility; (2) occasional marked increase in dominance of adolescents through their effective contribution to the solutions of troubles; and (3) withdrawal of more respectable families only, during troubles, from their usual social participation, but less conspicuous effects on participation in all kinds of families. The interviewing techniques which were used with remarkable success on difficult topics are discussed both in the text itself and in an appendix.—*I. L. Child* (Yale).

1194. Lazarsfeld, P. F., & Field, H. *The people look at radio; report on a survey conducted by the National Opinion Research Center; analyzed and interpreted by the Bureau of Applied Social Research*. Chapel Hill, N. C.: University of North Carolina Press, 1946. Pp. ix + 158. \$2.50.—In November, 1945, the National Opinion Research Center was commissioned by the National Association of Broadcasters to make a nationwide investigation of the public's attitudes toward radio. Subsequently, Columbia University's Bureau of Applied Social Research was asked to co-operate in the analysis of the results. The sample interview included 2,571 adults representing a cross section of the U. S. adult population. A larger fraction of those questioned showed a generally favorable attitude toward radio than toward churches, newspapers, schools, or local government. Only about one-third reported that they were ever annoyed at advertising or that they would prefer programs produced without advertising. Objections to commercials fall into 5 groups: too long and too frequent, uninteresting content, overselling, violation of taboos, and use of attention-getting devices. Reactions to the various types of programs varied with education, age, sex, and other factors. Attention is called to the "broadcasters' dilemma"—the problem of satisfying several different types of audiences. The greater the amount of education an individual has received, the more likely he is to be critical of radio.—*D. W. Taylor* (Stanford).

1195. Lundberg, G. A., & Kluge, N. *A restudy of a Vermont village after eight years. Sociometry*, 1946, 9, 124-125. (See also 12: 6021.)—Abstract.

1196. Moreno, F. B. *Combining role and sociometric testing—a methodological approach. Sociometry*, 1946, 9, 155-161.—Students from a ninth grade class were selected so as to form two groups, one average, the other low in intelligence. Results of the sociometric test show lack of cohesion in both groups. In an attempt to investigate the factors responsible for this, individual and group role tests were devised. These techniques are shown to offer possibilities for studying certain social phenomena. Results obtained by other methods are confirmed.—*G. A. Kimble* (Brown).

1197. Murray, E. *Several relationships of psychodrama and general semantics. Sociometry*, 1946, 9, 184-185.

1198. National Committee for Mental Hygiene (Canada). *Instructions for using the Sociometric Test. Sociometry*, 1946, 9, 242-248.—Detailed instructions for administration, scoring, interpretation, and presentation of the results of the Sociometric Test are given.—*G. A. Kimble* (Brown).

1199. National Opinion Research Center. *Attitudes toward "The Japanese in our midst." Rep. nat. Opin. Res. Cent.*, 1946, No. 33. Pp. 27.—This survey indicates that attitudes of the American public "suggest a difficult future for Japanese in this country, since a considerable feeling exists that

Caucasians should have first chance at all jobs."—*C. M. Louttit* (Sampson).

1200. Northway, M. L. **Personality and sociometric status; a review of the Toronto studies.** *Sociometry*, 1946, 9, 233-241.—The Toronto sociometric studies have been concerned with: (1) the development of the sociometric technique; (2) the investigation of the relationship between personality and social status; and (3) certain special projects. A number of papers from the Toronto laboratory are cited to illustrate the type of development that has taken place in each of these categories.—*G. A. Kimble* (Brown).

1201. Northway, M. L. **Sociometry and some challenging problems of social relationships.** *Sociometry*, 1946, 9, 187-198.—A number of hypotheses about sociometric phenomena are presented, some of which have been experimentally tested. They include: (1) a person's acceptance score as measured in one group is a reliable index of what it will be in another (similar) group; (2) such changes in status as occur will affect the middle ranges of acceptance rather than the extremes; and (3) competition and emphasis on individual success decreases group cohesiveness, while the attempt to accomplish a common goal increases it. It is suggested that the sociometric devices may be of use in investigating problems related to preference, prejudice, and individual differences in reaction to success and failure.—*G. A. Kimble* (Brown).

1202. Ranney, J. C. **Do the polls serve democracy?** *Publ. Opin. Quart.*, 1946, 10, 349-360.—The polls have made a technical contribution by reflecting currents of public feeling, by making this information available to political leaders in a manner that is neither rigid nor mandatory, and by testing the claims of special interests to represent the desires of the whole people. But if the health of a democracy depends upon the personal, active, and continuous participation of the citizens, this contribution is a fairly minor one. Polls cannot achieve any fundamental improvement until our political system is simplified, the lines of responsibility are clarified, and devices are discovered for increasing the direct participation of the people, not only in registering but also in *deliberating* their aims.—*H. F. Rothe* (Stevenson, Jordan & Harrison, Inc.).

1203. Rawlins, I. **Discussion of ceremonial reluctance.** *Phil. phenomenol. Res.*, 1946, 7, 336-338.—In many cases custom demands that a person who undertakes a job which implies great responsibility or power pretends unwillingness to enter the job. A number of examples for this phenomenon are given.—*F. Heider* (Smith).

1204. Riggs, F. W. **In the service of children.** *J. soc. Casework*, 1947, 28, 21-26.—The article points up the agency as a constructive force in helping families create a new "pattern of living" to fit their changed situations. The case worker must be able to recognize symptoms of emotional problems and to serve the children, specifically, by directed service, with respect to achieving understanding in the

mother-child relationship, and to procure for them the advantages that community, school, and placement offer.—*V. M. Stark* (Jersey City, N. J.).

1205. Robison, S. M., Cohen, N., & Sachs, M. **Autonomous groups: an unsolved problem in group loyalties and conflicts.** *J. educ. Sociol.*, 1946, 20, 154-162.—Attention is fixed on autonomous groups that deliberately destroy property and human life. Through such groups members can enjoy social relationships. A very small percentage of autonomous groups are "subversive." In a junior high school district in Harlem (95% Negro and 5% Puerto Rican) there are many gangs. They average 20 boys aged 10-18, have a meeting place, name, insignia, carry on violent inter-gang warfare, and are hostile to non-gang members. Members have a strong loyalty to one another, gain status from shootings and assaults. Criminal activities are an outlet for their aggressiveness. The boys fear their parents and the police. We need to know why certain groups are violently hostile to all other groups. A broad "network of public approval" is needed for the boys in this area. Initiation of the area-project method has been recommended.—*H. A. Gibbard* (Kansas).

1206. Schauer, G. **Social adjustment in a mental hospital community.** *Sociometry*, 1946, 9, 144.—Abstract.

1207. Schneirla, T. C. **Problems in the biopsychology of social organization.** *J. abnorm. soc. Psychol.*, 1946, 41, 385-402.—Despite the convenience of drawing analogies between organisms and "superorganism" colonies, a careful study shows the analogies to be misleading. Likewise, analogies between insect and human societies are questionable when the insect behavior is biologically determined and the human analog is culturally determined. Three examples discussed are communication, castes, and tradition. Much social behavior is related to trophallaxis, the reciprocal exchange of biologically adequate stimuli. But in man the process is so modified by cultural factors as to be unlike the process in insects. Opposed to trophallaxis is dominance, a disintegrative factor found in some, but not all societies. Co-operation is bio-social in insects, but psycho-social in primates. Consequently, the analogy is less instructive than the study of differences in co-operative behavior. 87-item bibliography.—*C. M. Harsh* (Nebraska).

1208. Seeman, M. **A situational approach to intra-group Negro attitudes.** *Sociometry*, 1946, 9, 199-206.—Seventy-nine pupils from two interracial fifth grade classes were given the Ohio State Social Acceptance Scale. The pupils had previously been rated as to skin color on a 6-point scale from "white" to "very dark brown." Analysis of acceptability scores shows that skin color is a factor in determining social acceptability. In general, white skinned children are less acceptable than those with any brown skin in spite of the fact that many Negro children apparently desire white skin. A light brown skin was found to be characteristic of the children



most acceptable to this group. (See also 21: 1182).—*G. A. Kimble* (Brown).

1209. Smith, M. Attitude homogeneity as a sociometric problem. *Sociometry*, 1946, 9, 137-138.—Abstract.

1210. Sterba, R. Report on some emotional reactions to President Roosevelt's death. *Psychoanal. Rev.*, 1946, 33, 393-398.—The dreams of 5 male, Democratic analysts which occurred very shortly after the death of President Roosevelt are described. Although none of the patients spontaneously associated his dream with the President's death, the author concludes that all the dreams show the phylogenetically determined reaction of the son to the death of the father. All of the dreams reflect the destroying of the father's power accompanied by an increase in the son's power or independence.—*L. B. Heathers* (Univ. Washington).

1211. Stewart, F. A. Sociometric testing at the adult level. *Sociometry*, 1946, 9, 147-148.—Abstract.

1212. Straus, R. Alcohol and the homeless man. *Quart. J. Stud. Alcohol*, 1946, 7, 360-404.—In the year ending June 1946, 203 men were interviewed in a Salvation Army men's social center. Reviewed are drinking behavior as related to age and occupation, social status, marital status, sexual outlets, relation to parental home, nationality and religion, mobility, and education. Undersocialization is the difference between homeless men and alcoholics who are not homeless. The homeless man infrequently escapes from his homelessness, for it acts as an ever-growing barrier between him and social integration.—*W. L. Wilkins* (Notre Dame).

1213. Strunk, M. [Comp.] The quarter's polls. *Publ. Opin. Quart.*, 1946, 10, 400-444.—This section contains a compilation, topically arranged, of poll results released by the following organizations: American Institute of Public Opinion, Australian Public Opinion Polls, British Institute of Public Opinion, Canadian Institute of Public Opinion, Fortune, French Institute of Public Opinion, National Opinion Research Center, Swedish Gallup Poll, and the Netherlands Foundation for Statistics, from June 16-August 15, 1946, except in a few cases where, for special reasons, earlier polls have been included.—*H. F. Rothe* (Stevenson, Jordan & Harrison, Inc.).

1214. Tompkins, M., & Rogers, M. Librarians pioneer with autonomous groups. *Libr. J.*, 1946, 71, 1605-1609.—An important element in social organization are autonomous groups, defined as "face-to-face groups of people related by ties of friendship." Public libraries may give important services to such groups by supplying them with reading material concerned with the groups' common interest, by providing meeting places, and by furnishing information basic to the groups' external social action when such a need arises. The question is raised whether the library should provide leadership for such groups.—*C. M. Louttit* (Sampson).

1215. Toops, H. A. Addends for analysis and synthesis of social composition. *Sociometry*, 1946, 9, 139-140.—Abstract.

1216. Tuttle, H. S. Primary social functions of the school. In *Valentine, P. F., Twentieth century education*. New York: Philosophical Library, 1946. Pp. 372-391.—The school's primary social function is the cultivation of socially approved habits and socially helpful attitudes. These include: belongingness to a group, co-operation, dependability, sense of justice, respect for personality, magnanimity, and integrity. These are to be developed in everyday situations and group projects in which socially "good" acts are followed by appropriate satisfactions.—*H. Beaumont* (Kentucky).

1217. Young, L. R. The unmarried mother's decision about her baby. *J. soc. Casework*, 1947, 28, 27-34.—The problem that is involved in the unmarried mother's decision about her baby is seen to be a composite of the individual's personality, past experience, and their relation to the immediate situation. The caseworker cannot escape the responsibility for participating actively in this decision. She must recognize that the baby is not and cannot be an answer to the mother's conflicting and neurotic needs. The success of casework lies in helping to release the mother from indecision, to find a more realistic answer to her needs, and to offer concrete ways to attain some of these satisfactions.—*V. M. Stark* (Jersey City, N. J.).

1218. Zerner, E. H. Rumors in Paris newspapers. *Publ. Opin. Quart.*, 1946, 10, 382-391.—Analysis of news items published in the Paris daily papers regarding the rumored illness of Stalin showed that a mere count of such items affords, at least in certain cases, a measure of editorial attitude. The trends of the obtained curves were consistent with known editorial attitudes. The ratio of items about a given subject to the total amount of rumor-like items gave a useful index of willingness to discuss a given rumor subject. Editorial policy regarding the way a subject is handled may be influenced by readers' interest even if such a change is contrary to the original intentions of the editorial staff.—*H. F. Rothe* (Stevenson, Jordan & Harrison, Inc.).

1219. Zubin, J. A proposed measure of social conformity. *Sociometry*, 1943, 6, 72-93.—In searching for a measure of the degree of conformity exhibited by a group in a given situation, it was found that many skewed and J-shaped curves may be fitted by the binomial  $(p + q)^n$ , where  $n$  is the number of categories of behavior under observation and  $p$  is the measure of conformity in the given situation. The frequency distribution of the various behavior categories under observation assume a symmetrical shape when  $p = .50$ . When conformity pressures begin to bear on behavior, the value of  $p$  rises above .50 and first yields a skewed, then a J-shaped, and finally an I-shaped distribution in which only one category of extreme conformity behavior is observable. As a result of the application of this method the distinguishing of J-curves from less symmetrical

curves becomes a quantitative rather than a qualitative distinction. In brief, the proposed method (1) extends the boundaries of the conformity concept from its complete absence to its perfect presence; (2) provides a numerical unit for graduating its intensity; and (3) removes the criticism of arbitrariness in the use of units by requiring that the units of the scale be based on an independent frame of reference, free of the particular conformity pressure that is under investigation.—*J. Zubin* (Psychiatric Inst., New York).

[See also abstracts 977, 1084, 1091, 1107, 1153, 1158, 1159, 1262, 1266, 1293, 1306, 1317, 1320.]

#### CRIME AND DELINQUENCY

1220. East, W. N. The legal aspects of psychiatry: crime and punishment. *J. ment. Sci.*, 1946, 92, 682-712.—Crime is defined both legally and as behavior which is injurious to society—distinguishing it from sin, which is mainly injurious to the individual. The primary concern of society is protection of the majority from the misdeeds of the fractional minority. The power of controlling urges and guiding desires is very real and can be developed by use and weakened by disuse. Our inherited antisocial tendencies, like other constitutional qualities, may be modified by training, and social adaptation depends upon the qualities of the trainer as well as of the trainee. The usual aims of punishment are retribution, which has a deep-seated biological significance; deterrence, which is an effect upon potential criminals of treatment of legal criminals; and reformation, which is the result of purposive treatment directed towards the mental, moral, and social rehabilitation of actual criminals. Psychiatry is concerned with diagnosis, where an offender has an undisclosed motive for his behavior; prognosis; and treatment. The punishment for offenses committed by normal offenders does not concern the psychiatrist, and the psychiatric treatment of psychopaths and neurotics is in its infancy, and forecasting is often fallacious. Crime is not a disease, although it is sometimes attributable to mental disease or defectiveness. In the discussion Lord Cooper, the Lord Justice Clerk, points out that psychiatrists can never, on purely authoritarian grounds, justify a diagnosis without verification.—*W. L. Wilkins* (Notre Dame).

1221. Inghe, G. Mental abnormalities among criminals. *Acta psychiat., Kbh.*, 1941, 16, 421-458.—A study of the psychiatric reports on criminals referred by the Swedish courts for examination during the year 1935 indicated that mental abnormality was more frequently found (1) in female criminals than in male criminals; (2) in criminals from rural districts than in those from urban districts, and (3) (with the exception of mental defect and schizophrenia) in older than in younger criminals. Criminals coming from the higher social strata were more often psychopaths than those from the lower strata. Recidivists showed a relatively high proportion of

mental abnormalities. Brief survey of the literature and bibliography of 56 titles.—*A. L. Benton* (Univ. Louisville Medical School).

1222. Johnson, F. G. Character culture of youth; controlling factor in juvenile conduct. Kansas City, Mo.: Burton Publishing Co., 1946. Pp. 178. \$2.00.—A series of 16 radio talks presented by a county judge and former congressman, dealing with the influence of home, school, church, and community on the development of juvenile character and delinquency.—*F. K. Berrien* (Colgate).

1223. Schmideberg, M. The psychological treatment of adult criminals. *Probation*, 1946, 25, 45-50.—Ambulant treatment is preferred to treatment while in prison. In those cases where parole is impossible, the prisoner should be placed in an institution which is not punitive, but is established to serve the needs of the patient and treatment. One difficulty is the lack of trained personnel; another is the difference in attitude of professional workers and of the public towards various crimes.—*G. S. Speer* (Illinois Inst. Tech.).

[See also abstracts 1243, 1263, 1265.]

#### INDUSTRIAL AND PERSONNEL PROBLEMS

1224. Baetjer, A. M. Women in industry; their health and efficiency. Philadelphia: W. B. Saunders, 1946. Pp. xi + 344. \$4.00.—This book deals with the physiological hygiene of women working in industry. The first 3 chapters are concerned with the physique and strength of women, planning working conditions, schedules, placement, and other personnel functions. The following 8 chapters discuss sick-absenteeism, injuries, and occupational diseases. The next section is entitled "Gynecological and Obstetrical Problems Associated with the Employment of Women." Four appendices deal with suitable occupations and labor laws pertaining to women. Bibliographies of general, state, governmental, and foreign sources total over 600 references.—*R. W. Husband* (Iowa State).

1225. Baxter, R. G. Industrial relations practice in Great Britain and the United States. *Bull. industr. Psychol. Personnel Pract.*, Melbourne, 1946, 2, No. 4, 8-18.—An address given before the Personnel and Industrial Welfare Officers' Association in Victoria, Australia, after the author's return from a postwar visit to American and British plants.—*H. Beaumont* (Kentucky).

1226. Bridges, C. D. Job placement of the physically handicapped. New York: McGraw-Hill, 1946. Pp. xiii + 329. \$3.50.—The author analyzes handicaps to employment, rehabilitation principles and methods, and his constructive program. The job and the worker are appraised, employment limitations produced by various kinds of structural and functional disabilities are analyzed, and jobs which can be handled by those with particular disabilities are discussed. Detailed charts for such analysis



provide a systematic and objective method of handling this program.—*R. W. Husband* (Iowa State).

1227. **Forbes, G.** Some observations on occupational markings. *Police J., Lond.*, 1946, 19, 266-274.—A careful study was made of the hands of 300 men in nonmanual, and light, medium, or heavy manual occupations. Most workers do not bear on their hands marks characteristic of their occupation. It is concluded that the condition of the hands has only limited application in the identification of a trade.—*G. S. Speer* (Illinois Inst. Tech.).

1228. **Foxboro Company.** Relative accuracy of handwheel tracking with one and both hands. (NDRC Div. 7, Fire Control: Report to the Services No. 75; OSRD Rep. No. 3455, 1943; Publ. Bd. No. 40613.) Washington, D. C.: U. S. Dep. Commerce, 1946. Pp. 14. \$1.00, microfilm; \$2.00, photostat.—Studies of accuracy of direct tracking with a two-handed crank as compared with a single-handed handwheel showed moderate but significant superiority in the accuracy of the two-handed operation. This superiority was found both with free turning and with frictional load. This study was based on a group of unidirectional courses to be followed by direct handwheel tracking using a pointer-matching presentation. Statistically significant differences were found between the two tested positions of the single handwheel employed in this study. In an earlier study, when other positions were compared, significant differences between them were not found (see 21: 1229). The significance of the present results may depend not only on the new positions compared but also in part upon simplified test conditions, highly magnified pointer motion, skill of operators, and possibly other factors favoring greater accuracy and reduced variability.—(Courtesy of *Bibl. scient. industr. Rep., U. S. Dep. Commerce*).

1229. **Foxboro Company.** A study of factors determining accuracy of tracking by means of handwheel control. (NDRC Div. 7, Fire Control: Report to the Services No. 71; OSRD Rep. No. 3451, 1942; Publ. Bd. No. 40617.) Washington, D. C.: U. S. Dep. Commerce, 1946. Pp. 45. \$1.00, microfilm; \$3.00, photostat.—The purpose of this investigation is to utilize an experimental setup having certain essential features of fire control by means of handwheels in the hope that results may be of value in increasing efficiency under field conditions. Position of handwheel control was the feature of apparatus design selected for study since several positions are found on tracking apparatus: horizontal, vertical, and oblique. Quantitative data were obtained on the following: (1) position of handwheel control; (2) some characteristics of learning to track; (3) accuracy of tracking; (4) detection and prediction of levels of ability among trackers; (5) sex differences in tracking; and (6) effects of disuse and new course on accuracy of tracking. The apparatus is described in appendix I; age, position and educational status of the subjects used in the experiments are given in appendix II. (See also 21: 1230.)—(Courtesy of *Bibl. scient. industr. Rep., U. S. Dep. Commerce*).

1230. **Foxboro Company.** A supplemental study of factors determining accuracy of tracking by means of handwheel control. (NDRC Div. 7, Fire Control: Report to the Services No. 72; OSRD Rep. No. 3452, 1942; Publ. Bd. No. 40616.) Washington, D. C.: U. S. Dep. Commerce, 1946. Pp. 28. \$1.00, microfilm; \$2.00 photostat.—The present study is supplementary to an investigation previously reported (see 21: 1229) and concerned with certain aspects of fire control or tracking by matching pointers through handwheel manipulation. Three problems specifically selected for study in this later work are: (1) comparison of vertical and oblique positions of handwheel; (2) effects of prolonged work or repetition on tracking efficiency; and (3) correlations between directional reaction time and tracking performance.—(Courtesy of *Bibl. scient. industr. Rep., U. S. Dep. Commerce*).

1231. **Foxboro Company.** Tracking with illuminated and non-illuminated oscilloscopes. (NDRC Div. 7, Fire Control: Report to the Services No. 79; OSRD Rep. No. 3608, 1944; Publ. Bd. No. 40612.) Washington, D. C.: U. S. Dep. Commerce, 1946. Pp. 35. \$1.00, microfilm; \$3.00, photostat.—The studies reported were made primarily to determine whether or not any significant improvement in accuracy of tracking from an oscilloscopic presentation would be obtained with a suitably illuminated field of vision, as compared with the dark condition of a conventional oscilloscope hood. Results from 28 operations of (268 radar) trainer BC-968-A indicate average improvement of the order of 10% in the accuracy of tracking when the oscilloscope is appropriately illuminated. The fact that tracking was better with illuminated scope shows that darkness is not necessarily desirable for oscilloscopic presentation. Appendix A describes experimental conditions, and appendix B presents tabular results of statistical analysis.—(Courtesy of *Bibl. scient. industr. Rep., U. S. Dep. Commerce*).

1232. **Hoppock, R.** Anticipated effect of salary increases on counselor mobility. *Occupations*, 1947, 25, 215.—In this study it was found that a salary increase of only 10% tends to eliminate three-fourths of the potential applicants whose primary interest is salary, but attracts more than three-fourths of the potential candidates who are really interested in the work.—*G. S. Speer* (Illinois Inst. Tech.).

1233. **Johnson, H. M.** The detection and treatment of accident-prone drivers. *Psychol. Bull.*, 1946, 43, 489-532.—The review deals mainly with the findings of a study in 1936-38 under the writer's direction by the Highway Research Board, National Research Council, for the U. S. Bureau of Public Roads. The basic problem is the detection of those drivers whose mean accident-rate per unit time or unit distance is greater than that of the remainder of the driver population. The author examines critically the methods of detection of the accident-prone drivers, the claims of the experts, the predictive value of the "best of all possible tests," the biographical

procedures, and the characteristics of the tests employed. A section deals with age and accident-rate. A bibliography of 226 items is given.—S. Ross (Bucknell).

1234. Johnson, L. K. Review of personnel progress. *Personnel J.*, 1947, 25, 242-249.—After World War I many personnel departments were established by men inexperienced in industry. As a result, there was a great deal of conflict with foremen and line officials. Sometimes welfare or employee services were established without the help or cooperation of the workers. These were usually resented by the workers. Unions began presenting facts, so management, through its Personnel Department, had to devise ways of obtaining facts also. Facts alone, however, are not enough. More fundamental research is needed to develop better methods of conciliation, mediation, and arbitration. Financial rewards are not the only incentives of workers, but they may be expected to motivate production of workers as well as of top management.—M. B. Mitchell (Vet. Adm. Ment. Hyg. Clin.).

1235. Kraut, H. A., & Muller, E. A. Calorie intake and industrial output. *Science*, 1946, 104, 495-497.—Data obtained from studies of miners, steel workers, and other groups required to expend muscular work show that the amount of work output per man varied according to the number of calories which were supplied over and above the number necessary for fundamental life processes. Under conditions promoting increase in motivation it was found that body weight decreased, showing that the greater work output under these conditions required the worker to draw upon the calorie supply needed for optimum body maintenance. The general conclusions are: (1) every professional activity requires a fixed amount of calories; the output on varying rations is adapted to the available work calories by the worker, the body weight being kept constant; and (2) rationing of food means rationing of industrial production of a country.—F. A. Mote (Wisconsin).

1236. Kriedt, P. H., & Paterson, D. G. Reception of clerical job-seekers. *Personnel J.*, 1947, 25, 236-241.—Opinions were obtained concerning 3 kinds of employment agencies from 284 recently employed clerical workers in 20 business and industrial organizations in one city. Of these workers, 75% obtained their present jobs through company employment departments, 18% through private employment agencies, and only 7% through the local office of the USES. In line with this experience, the majority considered the company employment departments as affording the best opportunity for getting work, private employment agencies were preferred by about one-third of the workers, while only a few preferred the USES. Most of the workers who had used all 3 types of agencies reported the company and private agencies as showing interest. On the other hand, they found the USES interviewers either indifferent or discourteous.—M. B. Mitchell (Vet. Adm. Ment. Hyg. Clin.).

1237. Lefever, D. W., Van Boven, A., & Banarer, J. Relationship of job information test scores to other personnel data for enlisted Air Corps men. *Occupations*, 1947, 25, 220-221.—The factors to be considered in placing applicants in mechanical fields are, in the order of their importance: mechanical aptitude, learning ability, experience, trade training, and general education. For placing applicants in clerical work the factors are: learning ability, experience, special training, and general education.—G. S. Speer (Illinois Inst. Tech.).

1238. Ling, T. Rehabilitation of British industry's neurosis cases. *J. Rehabil.*, 1946, 12, No. 4, 33-35, 38.—The first Industrial Rehabilitation Center established in England in 1943 in one year treated satisfactorily 580 men and 460 women, many of whom were medically and psychiatrically difficult, usually because of occupational and social maladjustment. Each patient received psychiatric interviews with intelligence and aptitude tests. Workshops and daily physical training were provided, with communal activities every evening. A 2-week training course for 30 trainees is to be established for industrial medical and lay workers, sponsored by 150 industrial firms. A research department is being planned to investigate the causes of breakdowns in industry.—F. A. Cooksley (Medical Writing Service).

1239. Myers, R. R. Inter-personal relations in the building industry. *Appl. Anthropol.*, 1946, 5, No. 2, 1-7.—The workers on small jobs in the building trades are hired by foremen from the personal circles of their friends with the intent of forming a congenial working crew. In addition to union membership, membership in an ethnic group, religious affiliation, skill, sociability, and good judgment are among the factors in selection. In turn the workers seek jobs with continued stability and those where the other workers are compatible. Because of the fluid hierarchy of foreman-worker from job to job, personal adaptability is at a premium.—L. M. Hanks, Jr. (Bennington).

1240. Peach, H. Interest and boredom in repetitive work; some observations on egg packing. *Bull. industr. Psychol. Personnel Pract.*, Melbourne, 1946, 2, No. 4, 19-22.—Typical work curves were obtained, with drops in mid-morning and mid-afternoon, for a team of 5 girls inspecting and packing eggs. Jobs were rotated among the members of the team, and music was played throughout the workday. Three factors seem to relieve monotony to some extent: (1) the identification of individual assignments which gives some meaning to otherwise undifferentiated activity; (2) short pauses to enable the head-girl to complete her records whenever a crate has been packed; (3) the pleasure derived from social relations on the job.—H. Beaumont (Kentucky).

1241. Stein, H. L. Boy goes to work. *Personnel J.*, 1947, 25, 250-256.—The average high school graduate is not well prepared for the business world. He needs considerable on-the-job training. There is need for an understanding between the recent



high school graduate and his employer regarding what each expects of the other. Business might help high schools produce better prepared graduates if employers reported to the schools strengths and shortcomings of their graduates and if they could indicate what training should be given in school and what could better be postponed until on the job.—*M. B. Mitchell* (Vet. Adm. Ment. Hyg. Clin.).

1242. Weisz, S. Behavior as a measure of occupational fitness. *Dis. nerv. Syst.*, 1946, 7, 373-375.—It is natural for men to live in groups, and productivity is the best criterion for membership in an industrial group. Occupational fitness may be interfered with by personal liabilities, whether constitutional or acquired, and by faulty adjustment to the group. It is important that industry recognize these maladjustments, and brief suggestions are made regarding appropriate testing and interviewing techniques. Since it is not always easy to place the right man on the right job, intelligent tolerance is required of idiosyncrasies that do not interfere with production.—*C. E. Henry* (Inst. Juvenile Research, Chicago).

1243. Wyle, C. The employment of released offenders. *Probation*, 1946, 25, 9-12.—Successful New York City business men were asked if they would employ released offenders who were qualified for the work. Of 475 interviewed, 312 would not, 101 would, and 62 were uncertain. The attitudes of the various employers are discussed at length, but in general the refusal to employ a previous offender is based on a fear of future crimes.—*G. S. Speer* (Illinois Inst. Tech.).

[See also abstracts 1076, 1085, 1126, 1137, 1194.]

#### EDUCATIONAL PSYCHOLOGY

(incl. Vocational Guidance)

1244. Anderson, H. R., Forsyth, E., & Morse, H. T. The measurement of understanding in the social studies. *Yearb. nat. Soc. Stud. Educ.*, 1946, 45, 71-103.—Goals related to the development of understandings in the social studies are (1) acquiring functional information, (2) analyzing social problems, and (3) practicing desirable social relationships. The first includes the understanding of special vocabularies, of chronological relationships, maps, graphs, and tables; the second, knowledge of concepts, generalization and findings, locating, selecting, organizing, and evaluating information, drawing conclusions and stating them effectively, and applying social facts, generalizations, and value principles to new problems. The third goal may be tested by observation, oral discussion, written work, attitude tests, and scales of beliefs, as a basis for the study of individuals. Two pages of references are provided.—*G. E. Bird* (R. I. College of Education).

1245. Barnett, G. J. The Salvation Army counsels the veteran. *Occupations*, 1947, 25, 213-214.—A survey of 283 veterans who had been counseled indicates that 73% are employed or in training; that

35% of the employed are dissatisfied or uncertain about their jobs; and that 82% of those counseled evaluated the service favorably.—*G. S. Speer* (Illinois Inst. Tech.).

1246. Beck, C. F. "I always wanted to work with my hands." *Occupations*, 1946, 25, 165-168.—Description of the program of a school for handicrafts. The purpose in studying crafts may be vocational or avocational, personal interest or therapy.—*G. S. Speer* (Illinois Inst. Tech.).

1247. Beckman, N. Ett bidrag till skollogiken. (A contribution to the instruction in logic in school.) *Tidskr. Psykol. Pedag.*, 1942, 1, 22-31.—The author discusses and criticizes the definitions of "hypothesis" and "fiction" as made by several authors, among them Vaihinger in *Philosophie des Als Ob*. When Vaihinger defines "fiction" as a gratuitous deviation from reality and a contradiction of reality, this is too wide a definition. He has taken in several things which are to be referred to as "hypotheses," and some of what he calls "fictions" are contradictions only in expression of language and not in the thought. It is important that teachers in logic realize the difference between these two terms. Students ought to be introduced into the modern way of scientific thinking, and in doing this, we cannot look upon the modern theories of hormones, vitamins, X-rays, etc., as fictions but as hypotheses, that is, honest attempts to comprehend reality.—*C. Ellwyn* (Chicago).

1248. Bonney, M. E. A study of personality traits and friendship formation on the high school and college levels. *Sociometry*, 1946, 9, 154.—Abstract.

1249. Bowley, A. Function of the educational psychologist under the terms of the Education Act of 1944. *Brit. J. educ. Psychol.*, 1946, 16, 182.—Abstract.

1250. Brown, M. T. The veterans report one year later. *Occupations*, 1947, 25, 209-212.—A follow-up study of 297 veterans counseled at a Veterans Administration guidance center indicates that 75% started training in the objectives agreed upon and that 55% had the same objective a year later. Neurotic veterans were much more likely to drop out of training than non-neurotic veterans. The need for more detailed follow-up investigations is shown.—*G. S. Speer* (Illinois Inst. Tech.).

1251. Brownell, W. A., & Sims, V. M. The nature of understanding. *Yearb. nat. Soc. Stud. Educ.*, 1946, 45, 27-43.—Success in meeting problems reflects the quality and extent of one's understanding of those problems. The greater the need for any type of learning, the greater the need for understanding. The learning involved is largely a function of methods of teaching and evaluation, the kind and degree of a pupil's understanding being inferred from observing what he says and does with respect to his needs. If he understands, he is able to act, feel, or think intelligently. Although most understandings should be verbalized, verbalization itself should be meaningful. Understandings develop through a variety of experiences rather than through too much

repetition of one. Because maximum improvement comes from pupil participation at the point of evaluation, he should participate in planning and in evaluating success or failure.—G. E. Bird (R. I. College of Education).

1252. Bruce, W. F. *The nature of the learner.* In *Valentine, P. F., Twentieth century education.* New York: Philosophical Library, 1946. Pp. 347-371.—Current efforts to improve teaching principally involve ways of giving the teacher a better understanding of children. There should be an appreciation of the nature and significance of hereditary and environmental influences, family resemblance and differences, varying rates of growth, the orderliness of genetic development, differentiation, organismic interrelatedness, and socialization. At the same time, 3 chief misconceptions are to be discarded: man is tied to his animal heritage regardless of apparent progress; the child is a miniature adult; and the living organism is reducible to a set of mechanically acting reflexes. The real nature of the learner includes his potentialities as well as his present achievements.—H. Beaumont (Kentucky).

1253. Cantor, N. *Dynamics of learning.* Buffalo, N. Y.: Foster & Stewart, 1946. Pp. x + 282. \$3.00.—This study aims to describe the dynamics of the learning process. The points of view postulated are "a rational departure from traditional methods of instruction, leading to self-criticism, self-discipline, self-motivation and a willingness to be responsible for one's own decisions." The book explains the implications of psychiatry, mental hygiene, and social case-work principles in education, involving personality development through democratic co-operation between students and instructors. Many pages are devoted to direct student report in the conduct of college classes in which the interpretation of material is shared by all members of the group. Preceding a general index is an appendix listing the names of students with their comments, presented to trace the development of these individuals through the teaching-learning technique described by the author.—G. E. Bird (R. I. College of Education).

1254. Chambers, M. M. *Opinions on gains for American education from wartime armed services training.* Washington, D. C.: American Council on Education, 1946. Pp. vii + 78. \$0.50.—Responses of professional educators to questions concerning selection and training methods in the armed services and the responses of 2,000 veterans to similar questions are summarized and presented without conclusions. There is a 23-page annotated bibliography on the implications of armed services training.—C. M. Louttit (Sampson).

1255. Coetsier, L. *De beroepsoriëntering in België: critische studie over uitbouw en organisatie.* (The vocational guidance in Belgium; critical study of its development and organization.) Kortrijk, Belgium: Groeninghe Drukkerij, 1940. Pp. 462.—The critical study of the origin of vocational guidance in Belgium and in other countries reveals present requirements. The study of motives determining

unguided choice of a vocation, the inadequacy of the school as a directing factor, and the instability of youth make necessary planned, scientific, and organized guidance. Various checks prove that vocational guidance based on an aptitude test has unquestionable value. In its beginnings, the psychotechnical examination had an analytic character, and especially had as its aim a multitude of details. Today, thanks to structural psychology, it is possible to lay the foundations of an aptitude test aiming at the deepest traits of the person. However, vocational guidance cannot be assured simply by an aptitude test. The primary school must prepare the child for the choice of a vocation. The psychotechnical test merely forms the technical climax of intervention. Thereafter, one must insure an educational and social guardianship until the youth has ended his vocational training and been placed. There must be set up a hierarchy in the functions of vocational guidance by organizing local, regional, and university services. The training of counselors in vocational guidance ought to be a function reserved to universities.—R. Piret (Liège).

1256. Cureton, T. K., Bookwalter, K. W., Glasow, R., & McCormick, H. G. *The measurement of understanding in physical education.* *Yearb. nat. Soc. Stud. Educ.*, 1946, 45, 232-252.—Physical education comprises habits, understandings, and skills about self, physical fitness, and sports. Objectives include understandings relative to curricular and extracurricular opportunities, to social participation through physical education, and to specialized knowledge of selected activities. Current procedures for the measurement of understanding include both simple and controlled observation and ratings, also, both written and performance tests, the latter being the more commonly used. Further research is urged to graduate the difficulty level of devices to evaluate measurement in the field.—G. E. Bird (R. I. College of Education).

1257. Dahlgren, O. H. *Intelligensundersökningar som komplement vid övergång från folkskola till högre skolor.* (Intelligence tests as an addition to admission procedures for higher schools). *Tidskr. Psykol. Pedag.*, 1942, 1, 40-45.—The author, in co-operation with the Psychological Institute of the University of Gothenburg, gave a group test to 900 school children who after the sixth school year sought admission to a higher school. The author made an index based upon the marks given in the lower school. The correlation between test and index was relatively high, .84 (.02). The possibility of replacing the present admission requirements by a combination of index and tests was examined. This combination showed a marked superiority to one of the two when correlated with the marks given in the higher school after 4 terms, namely: .78 (.04), .59 (.05), .48 (.06). In order to improve the quality of the students in higher schools the author suggests: (1) better education in practical trades, (2) a sharpened selection among those applying for admission to theoretical divisions in higher schools, and (3)



intelligence tests to supplement admission procedures.—*C. Ellwyn* (Chicago).

1258. DiMichael, S. G., & Dabelstein, D. H. The psychologist in vocational rehabilitation, *J. consult. Psychol.*, 1946, 10, 237-245.—This article is concerned with the position and functions of the psychologist as a consultant in the state rehabilitation program. The psychologist's major contributions are in (1) the field of measurements, (2) the field of personality analysis, (3) conducting research, and (4) promoting favorable public relations. A close training relationship with universities is recommended.—*S. G. Dulsky* (Personnel Inst., Chicago).

1259. Douglass, H. R., & Spitzer, H. F. The importance of teaching for understanding. *Yearb. nat. Soc. Study. Educ.*, 1946, 45, 7-26.—Although knowledge with understanding is power, adequate understanding has been neglected in the schools, partly because of an inadequate psychology of learning, overreliance on text books, the tendency to teach by telling, and undue expansion of the curriculum. Understanding must be evaluated by the school, which should teach meaningful types of learning outcomes, instead of mere verbalism, factual information, and mechanical skills as such. "In the end, children tend to learn what they believe they are expected to learn."—*G. E. Bird* (R. I. College of Education).

1260. Ellis, R. S. Individual differences. In *Valentine, P. F., Twentieth century education*. New York: Philosophical Library, 1946. Pp. 246-264.—The nature and measurement of individual differences within a group are illustrated by means of intelligence test data. Group differences based on sex, race, geographical distribution, and occupation are mentioned. The profile is introduced as a means of showing differences within an individual. Attention is given to extreme deviations in mental traits, causes of individual differences, and educational implications and applications.—*H. Beaumont* (Kentucky).

1261. Elmgren, J. Pedagogisk forskning. (Educational research.) *Tidskr. Psykol. Pedag.*, 1942, 1, 5-11; 49-55.—In this study of modern educational research the author emphasizes the contributions made by the different schools of psychology and by other sciences, especially genetics. He reports the modern genetic investigations of identical twins, stressing the importance of using for comparisons between different series of experiments quantitative units of determination which are truly comparable. Several studies are reported that have shown how the psychology of learning in many ways has given new directions to education. Important tendencies in modern reform movements in education are the child-centered school, the stress on the child's own interest, the social aspect, the principle of individualization, etc. Educational research should now examine many new psychological facts and theories in regard to their importance for education. Especially interesting are the multiple factor analysis

as developed by Thurstone and Poppelreuter's so-called psychocritical method.—*C. Ellwyn* (Chicago).

1262. Erickson, R. W. On Special-Training-Unit performance as an index of Negro ability. *J. abnorm. soc. Psychol.*, 1946, 41, 481.—S-T-U results have no bearing on the intelligence of Negroes because of factors of selection of intelligent illiterates for the training program. (See also 20: 747; 21: 1306.)—*C. M. Harsh* (Nebraska).

1263. Fenton, N. The guidance program. In *Valentine, P. F., Twentieth century education*. New York: Philosophical Library, 1946. Pp. 304-326.—A description of the program of individual study set up by the Guidance Center of the California Department of Correction at San Quentin Prison.—*H. Beaumont* (Kentucky).

1264. Findley, W. G., & Scates, D. E. Obtaining evidence of understanding. *Yearb. nat. Soc. Stud. Educ.*, 1946, 45, 44-64.—Nine principles of obtaining evidence are cited: (1) Many procedures are available. (2) Evaluation situations must contain an element of novelty. (3) Evidence must be sought on appropriate levels. (4) Procedures should provide evidence of appreciation of primary reality. (5) Evidence of ability to recognize relevancy and sufficiency of data should be sought. (6) Originality of a pupil's performance gives evidence of understanding. (7) Evaluation procedures should be selected that give evidence of the kind of understanding required. (8) The pupils' response should reflect their level of understanding. (9) The evaluation program should foster pupils' self-appraisal. No teacher, however, is expected to measure all understandings or all aspects of single understandings.—*G. E. Bird* (R. I. College of Education).

1265. Fornwalt, R. J. Vocational guidance for the delinquent boy. *Occupations*, 1946, 25, 149-151.—A study of more than 400 boys showed that boys with definite vocational objectives had less truancy, were better adjusted to school, had better scholarship records, adjusted better to employment, and were more dependable and more co-operative than boys without vocational aims.—*G. S. Speer* (Illinois Inst. Tech.).

1266. Forsyth, E., & Cook, L. A. Working with groups in classrooms. *J. educ. Sociol.*, 1946, 20, 168-175.—The group-management process is one wherein teachers help young people learn to organize themselves for co-operative problem solving. Two examples are given: one focuses attention on the manner in which a gang leader came to be a co-operative member in a combined social-studies and art project; the other case is one of an arithmetic class project involving insurance and investments. In functional, socialized learning the teacher is a group manager; he must understand children and group life, bring new techniques to his task, and play a variety of roles.—*H. A. Gibbard* (Kansas).

1267. Frutchey, F. P., Deyoe, G. P., & Lathrop, F. W. The measurement of understanding in agriculture. *Yearb. nat. Soc. Stud. Educ.*, 1946, 45, 270-280.—The objectives of agricultural education in-

clude the objectives of general education, with emphasis upon proficiency in farming. Understanding manifests itself in the following types of behavior: (1) the attainment of a satisfactory result; (2) the choice of practices that produce the best results; (3) the use of these practices so that best results are obtained; (4) explanation of how and why those practices produce the best results; and (5) the application of basic factors and principles to situations that are new to the individual. Measurements include not only numerical units, but anecdotal records and informal methods of appraisal such as observation in the exercise of skill, and the interview. Test exercises are based upon problem situations which reveal the ability to diagnose difficulty, criticize, and suggest proper practice.—*G. E. Bird* (R. I. College of Education).

1268. Greene, H. A., & Gray, W. S. The measurement of understanding in the language arts. *Yearb. nat. Soc. Stud. Educ.*, 1946, 45, 175-200.—Language arts comprise both expressive and receptive skills. A presentation of the objectives of the former in written and in oral expression, and of the latter in listening and reading, is followed by examples of, and suggestions for, evaluative methods and techniques. These are designed to evaluate pupil accomplishment in terms of behavior response. The purpose of instruction in expression is the development of the power to use language effectively as a tool of communication. The aim of instruction in receptive language arts is the cultivation of the ability to understand and react intelligently to all that the individual hears and reads in customary life situations. The final appraisal of expression involves the total product as well as the skills and abilities related to the stated objectives.—*G. E. Bird* (R. I. College of Education).

1269. Haas, R. B. Psychodrama as a guidance technique in an experimental school. *Sociometry*, 1946, 9, 254-262.—The use of psychodrama in the solution of a specific problem of a Negro schoolboy is described. A verbatim account of the psychodramatic session is included.—*G. A. Kimble* (Brown).

1270. Hartung, M. L., & Fawcett, H. P. The measurement of understanding in secondary-school mathematics. *Yearb. nat. Soc. Study. Educ.*, 1946, 45, 157-174.—Emphasis is placed on the understanding of basic concepts and principles. Basic concepts include associating a word with an example, providing an example to illustrate a term, developing a formal definition of a basic term, and indicating by a diagram, example, or statement a knowledge of the meaning of a word presented in context. Understanding of fundamental principles includes the fields of logical, relational, and symbolic thinking. Understandings involved in practical applications include the ability to recognize and use arithmetical facts, concepts, and principles in everyday life situations. In the measurement of the ability to apply knowledge, the understanding of principles and concepts may be inferred, when the technique insures the association, or provides supplementary evidence,

showing that the appropriate concepts and principles are related to the operation, conclusion, or solution that resolved the problem.—*G. E. Bird* (R. I. College of Education).

1271. Heil, L. M., Kambly, P. E., Mainardi, M., & Weisman, L. The measurement of understanding in science. *Yearb. nat. Soc. Stud. Educ.*, 1946, 45, 104-137.—Although the chapter stresses paper-and-pencil testing, it is suggested that devices for evaluating understanding in science should correspond to the ideas dealt with directly in day-by-day instruction. For maximum achievement, a continuous cycle of teaching-evaluating-teaching is necessary. Tests should be arranged so that wrong responses are as revealing as the correct ones. In addition to testing, examination of both classroom and out of school activity, discussion and report, are advised for evidence of growth in understanding, which, in the long run, should bring about changes in individual behavior.—*G. E. Bird* (R. I. College of Education).

1272. Henry, N. B. [Ed.] The forty-fifth yearbook of the National Society for the Study of Education. Part I: The measurement of understanding. Chicago: University of Chicago Press, 1946. Pp. xi + 338. \$2.25.—An introduction by W. A. Brownell presenting the purpose and scope of the book is followed by 15 chapters in 3 sections, by various contributors, on theory and procedures of measuring understanding in different school subjects. Suggestions are made for next steps in future research and practice. This volume, which is addressed to the classroom teacher, intentionally omits consideration of the measurement of factual knowledge and skills and concentrates on the measurement, appraisal, or evaluation of understandings as they apply to practical life situations that make for more effective living. For individual chapter contributions see 21: 1244, 1251, 1256, 1259, 1264, 1267, 1268, 1270, 1271, 1281, 1285, 1289, 1294, 1300, 1302.—*G. E. Bird* (R. I. College of Education).

1273. Heuss, C. A. We introduced rating charts. *Occupations*, 1947, 25, 216-219.—The author describes the development of a personality rating system in a junior-senior high school of approximately 500 students. Each child has an opportunity to discuss his composite rating and to receive help in improving his adjustment and personality habits.—*G. S. Speer* (Illinois Inst. Tech.).

1274. Jacobs, C. L. The problem of formal discipline. In *Valentine, P. F., Twentieth century education*. New York: Philosophical Library, 1946. Pp. 265-284.—A brief history is given of the concept of formal discipline. Modern psychologists cannot accept, in the light of accumulated evidence, that aspect of formal discipline which is based on faculty psychology, nor would they wholly deny that part which is predicated on transfer of training. The problem is to organize the curriculum and to plan learning experiences so as to offer optimal opportunities to the individual for transferring his learnings to the greatest number and variety of life situations.—*H. Beaumont* (Kentucky).



1275. Kay, L. W. Role-playing as a teaching aid. *Sociometry*, 1946, 9, 263-274.—The use of the psychodramatic and sociodramatic techniques in the college classroom is described. The method was used in classes in Social Psychology, Child Psychology, and the Psychology of Personality.—G. A. Kimble (Brown).
1276. Kerstetter, L. Exploring the environment in a classroom situation. *Sociometry*, 1946, 9, 149-150.—Abstract.
1277. Koepke, H. F. A study of the interest patterns of business education teachers in public secondary schools. *Bull. nat. Ass. Bus. Teach.-Train. Inst.*, 1946, No. 38, 7-63.—The interests of women teachers of business subjects were measured using the Strong Vocational Interest Blank for Women. Six criteria were employed in selecting a sample of 250 teachers who were classified into 8 groups on the basis of their teaching experience in the specialized fields of business education. An arbitrary grouping was made of 22 business subjects into the 7 fields of accounting, business English, general business, office practice, selling, shorthand, and typewriting. There were 25 women assigned to each of these groupings, and the remaining 75 composed an unclassified group. Interest patterns of these 250 teachers were compared with a "women-in-general" group of 10,000. A score on the business interest education scale thus developed indicates the extent to which a person's interest corresponds to women business education teachers in contrast to women in general. A reliability of .84 for the scale compares favorably with other interest scales now in use, and the validity of the scale is evidenced by statistically significant critical ratios and low or negative intercorrelations between this scale and 12 of 13 other occupations. Of the 13 occupations selected, the interest pattern for General Office Worker is most similar to that of the group studied. The 7 specialized groups are shown to have fairly homogeneous interest patterns.—J. J. Kane (Sampson).
1278. Laycock, S. R. Mental hygiene in education. *Understanding the Child*, 1946, 15, 95-98.—"There is abundant evidence that children reflect in their classroom behavior the personality patterns of the teachers who teach them. They show also the effects of the personality patterns displayed by their parents at home, as well as the method of handling which is used in both home and school. To head off mental maladjustments, both serious and less serious, it is, therefore, important that a carefully thought-out mental hygiene program, which will stimulate both teachers in training and teachers in service, as well as parents, be provided for in an over-all mental hygiene program."—S. B. Sarason (Yale).
1279. Leonard, E. M., & Van Deman, D. D. Early childhood education. In *Valentine, P. F., Twentieth century education*. New York: Philosophical Library, 1946. Pp. 457-481.—Our increasing understanding of children and their needs places renewed emphasis on the special training of teachers for nursery, kindergarten, and primary groups. Various types of schools are described and the types of learning possible at this level indicated.—H. Beaumont (Kentucky).
1280. McCaffery, M. Criteria for student progress in field work. *J. soc. Casework*, 1947, 28, 9-17.—The content of this article is concerned with criteria for student progress in field work as seen in the program of the New York School of Social Work. The criteria consist of (1) capacity for professional development, (2) capacity to work within agency structure and function, (3) development of knowledge and skill, and (4) use of supervision.—V. M. Stark (Jersey City, N. J.).
1281. McGinnis, E., Brown, C. M., Chadderdon, H., & Segner, E. F. The measurement of understanding in home economics. *Yearb. nat. Soc. Stud. Educ.*, 1946, 45, 253-269.—The authors, after collaboration with 18 or more other investigators in the field, organized the outcomes of education for personal and family life within 7 general areas: (1) personal adjustment, (2) use of time and energy, (3) use of money, (4) the family and children, (5) foods and nutrition, (6) clothing and textiles, and (7) the home. Only those outcomes that emphasize understandings have been listed.—G. E. Bird (R. I. College of Education).
1282. Meld, M. B. The meaning of vocational guidance for the veteran. *J. soc. Casework*, 1947, 28, 17-21.—The psychological meaning of occupational adjustment and a number of possibilities that exist in evaluating the readiness of an individual to face the responsibilities and demands of vocational training are discussed. Vocational guidance is seen to be the bridge between the individual's difficulties on the conscious level and the emotional needs and personal maladjustment which come to the surface in the course of contact. Referral to clinical facilities that are available rather than occupational planning is attempted as an immediate goal of counseling.—V. M. Stark (Jersey City, N. J.).
1283. Moreau, G. Y. Le probleme d'orientation scolaire entre 12 et 17 ans. (Vocational guidance problems in the schools between ages 12 and 17.) *Rev. Psychol., Montréal*, 1946, 1, 18-91.—Tests of four major aptitudes—literary, scientific, clerical, and mechanical—and one of interests, are incorporated into a battery to guide the youth of high school age into the proper curriculum to provide suitable vocational orientation. Item analysis, standardization, and validation are discussed. Finally, the actual use of scores is discussed, in terms of norms, prediction, and limitations. High discriminative validity is claimed.—R. W. Husband (Iowa State).
1284. Mortier, V. Intelligentieonderzoek en leerprognose. (Intelligence testing and prediction of learning.) Deinze, Belgium: Caecilia Boekhandel, 1945. Pp. 240.—Intelligence testing with the Coet-sier scale is reported with a group of 3,852 boys in all forms of postprimary Belgian education: classical and modern humanities, normal, professional, agricultural, and technological high school and university

training. Discussing the relations between the mental levels found in the different educational situations, the author shows experimentally that each form of postprimary education systematically and progressively selects its students from the point of view of intelligence. For each mental level, he gives the types of training that are indicated. Each form of education requires a minimum intelligence level below which any success is excluded. The most important reason for failure among students is inadequacy of mental level. In prediction of scholastic success, the intelligence test has preponderant importance. A preventive selection of pupils who wish to continue their studies can noticeably reduce failures in studies. However, the author concedes importance also to other factors besides intelligence and does not have any blind faith in the tests. He regards the intelligence test as an aid in the aptitude test which is characterized as a test of the entire personality.—*R. Piret (Liège)*.

1285. Mursell, J. A., Grey, L., Pitts, L. B. & Young, A. The measurement of understanding in the fine arts. *Yearb. nat. Stud. Educ.*, 1946, 45, 201-212.—Emphasis is placed upon criteria and procedures for measurement of the endeavors and productions of learners, as revealing the meaningful aspects of artistic learning. Art education should be determined by the following objectives: (1) discriminating emotional responsiveness; (2) individual and personal quality in response; (3) ability to utilize and respond to form in works of art as an expressive vehicle; (4) discriminating sensitivity to the medium of the aesthetic design; (5) personal satisfaction in the aesthetic process; and (6) a wish to share with others aesthetic experiences, along with satisfaction in the responses elicited. Procedures for evaluation include discussion and comparison of pupils' work, analysis of pupil responses, anecdotal records, and logs of pupil behavior.—*G. E. Bird (R. I. College of Education)*.

1286. Paterson, D. G. Vocational interest inventories in selection. *Occupations*, 1946, 25, 152-153.—In a selection situation it appears that the Strong inventory is to be preferred to the Kuder as it is more subtle and the vocational significance of the items is not so readily apparent to the person taking the tests.—*G. S. Speer (Illinois Inst. Tech.)*.

1287. Peterson, E. H. Developing desirable behavior patterns. *Teach. Coll. Rec.*, 1946, 48, 91-95.—Practices, which are considered of value in the development of "harmonious behavior plus useful participation," are described and include: guidance; student government; interracial council; co-ordination of the efforts of all school personnel; and an evaluation of the success or failure of past practices.—*L. B. Plumlee (Coll. Entr. Exam. Bd.)*.

1288. Phillips, H. Adult education. In *Valentine, P. F., Twentieth century education*. New York: Philosophical Library, 1946. Pp. 584-604.—The methods and aims of adult education vary from those of the conventional school. There is more emphasis on group discussion, which may be in the form of a

forum, a panel, or an informal exchange of ideas. Adult education aims at the development of an active and enlightened public mind.—*H. Beaumont (Kentucky)*.

1289. Proffitt, M. M., Ericson, E. E., & Newkirk, L. V. The measurement of understanding in industrial arts. *Yearb. nat. Soc. Stud. Educ.*, 1946, 45, 302-320.—The subject of industrial arts concerns itself with materials, processes, and products of manufacture, and with the contribution of those engaged in industry. Six goals summarize the aim of the work: (1) ability to express one's self through planning and constructing projects; (2) discovery of aptitudes and reactions contributing to maturing of life interests; (3) understanding of industry determining patterns of living; (4) ability to read and make working drawings for useful projects typical of industry; (5) ability to choose, maintain, and service industrial products; and (6) growth in abilities and attitudes related to mathematics, science, language arts, work habits, safety practices, and cooperation with others. Evaluation procedures include essay questions, objective tests, anecdotal records, observational rating, oral questions and discussion, diagram completion, and rating scales.—*G. E. Bird (R. I. College of Education)*.

1290. Pross, E. L. Counseling at Navy Pacific University. *Occupations*, 1946, 25, 175-176.—This is a brief description of the materials available and the problems encountered.—*G. S. Speer (Illinois Inst. Tech.)*.

1291. Rosebery, H. Vocational guidance activities in France. *Occupations*, 1946, 25, 161-164.—The factors determining the nature of vocational guidance in France are legislation, technicians and patrons, efficiency of administration, community needs, and current strain. Vocational guidance is free to all, but will be sought chiefly by the underprivileged.—*G. S. Speer (Illinois Inst. Tech.)*.

1292. Ross, C. C. Some implications of science for education. In *Valentine, P. F., Twentieth century education*. New York: Philosophical Library, 1946. Pp. 327-346.—The scientific attitude has made itself felt in modern education, both in subject matter determination and as an objective. Even more pronounced has been the influence of the scientific method as an educational objective and a teaching technique. Decided steps have been taken toward developing a science of education, but this still is in its infancy. Examples are given of the impact on education of concepts from the physical, biological, and social sciences.—*H. Beaumont (Kentucky)*.

1293. Roucek, J. S. Sociological foundations of education. In *Valentine, P. F., Twentieth century education*. New York: Philosophical Library, 1946. Pp. 414-432.—A review of some contributions made by sociologists to education in an effort to make it more suitable to social needs.—*H. Beaumont (Kentucky)*.

1294. Rugen, M. E., & Nyswander, D. The measurement of understanding in health education. *Yearb. nat. Soc. Stud. Educ.*, 1946, 45, 213-231.—



Forty objectives of individual, family, and community health education are presented. Twelve suggested proceedings for evaluating general understandings are followed by procedures for the different school grades from kindergarten to grade 12 inclusive. Teaching should stress participation in purposeful activity which gives practice in solving health problems of immediate concern in living. Behavior and attitudes are considered of greater importance than mere knowledge. In addition to a list of references, credit is given for assistance in the preparation of this chapter to more than a dozen active investigators in the field.—G. E. Bird (R. I. College of Education).

1295. Seibert, E. W. A comparison of scores on the Kuder Preference Record and the Job Qualification Inventory. *J. educ. Res.*, 1946, 40, 178-186.—The Kuder Preference Record and the Job Qualification Inventory were given to women freshman students in Green Mountain Junior College. The students were in 12 different curricular groups. On both tests marked differences were found among the curricular groups. While there is considerable agreement between the results found by the two instruments, the author considers the Job Qualification Inventory somewhat more useful in individual counseling, since it contains a greater number and variety of areas in which interests are appraised.—M. Murphy (Pennsylvania).

1296. Shaver, E. L. Directors of religious education—a survey. II. *Relig. Educ.*, 1946, 41, 364-375.—The responses of 140 pastors of Congregational Churches show that 4 traits are felt to be of most importance in directors of religious education: a feeling of consecration, a service motivation, a love for people, and a well-rounded healthy personality. Intellectual ability, executive ability, training, and physical health were all of much less importance.—G. S. Speer (Illinois Inst. Tech.).

1297. Shoobs, N. E. Sociometric test in the classroom. *Sociometry*, 1946, 9, 145-146.—Abstract.

1298. Speer, G. S. Use of the Graduate Record Examination in the selection of graduate engineering students. *J. Engng Educ.*, 1946, 37, 313-318.—The selection of graduate students should include measurement or evaluation of personal characteristics, factual knowledge, general and specific aptitudes, and undergraduate achievement. Because the *Graduate Record Examination* overemphasizes areas non-essential for prediction of success in graduate engineering studies and neglects areas which are essential, it is concluded that the *Examination* is not suitable for selection of graduate engineering students.—G. S. Speer (Illinois Inst. Tech.).

1299. Stevens, V. S. Selecting vocational counselors. *Occupations*, 1946, 25, 157-260.—This report describes an attempt to produce a test that might be used in selecting vocational counselors for professional training. The test results seem to be related to general intelligence and age or maturity. It is suggested that experience in and knowledge of

occupations should precede entrance to the professional training.—G. S. Speer (Illinois Inst. Tech.).

1300. Suelz, B. A., Boynton, H., & Sauble, I. The measurement of understanding in elementary-school mathematics. *Yearb. nat. Soc. Stud. Educ.*, 1946, 45, 138-156.—The term "mathematics" has replaced "arithmetic," indicating a broadening of the content and function of the subject in the elementary grades. To develop mathematical understanding, a combination of paper-and-pencil exercises, observation, discussion, and interview is recommended. Unless meanings are grasped, pupils do not learn to compute well; also they fail to sense the essential mathematics in a social or economic situation. In this article many exercises and tests are presented to develop relationships, attitudes, and appreciations, thereby extending the learner's sensitiveness to the quantitative. In the end, however, the "ideal way to judge the pupil's sensitivity to mathematics is through observation of his behavior as he proceeds normally in his accustomed environment."—G. E. Bird (R. I. College of Education).

1301. Teeter, V. A. Occupational life; a vocational guidebook. (2nd ed.) New York: McGraw-Hill, 1946. Pp. viii + 175. \$0.96.—This guidebook, which is the outgrowth of the author's experience as a teacher and vocational guidance counselor, contains "units" devoted to general considerations in choosing a vocation, specific information in various occupational fields, techniques of finding and holding a position, educational planning, and methods of personality improvement. The several "units" are composed of "activities" which require the student to discuss, enumerate, or otherwise focus his attention upon specific aspects of vocational adjustment. A Self-Inventory and an Occupational Interest Indicator are included.—J. J. Kane (Sampson).

1302. Travers, R. M. W., Fenninger, W. N., & Stewart, F. E. The measurement of understanding in technical education. *Yearb. nat. Soc. Stud. Educ.*, 1946, 45, 281-301.—The term "technical education" refers to that given in secondary schools only. It is confined to a consideration of the evaluation of special outcomes, such as understanding the use of materials; the interpretation of sketches, drawings, and specifications; creating simple designs through mastery of the technique of drawing; development of the technology necessary for advanced work in industry, of skill and technique in handling scientific equipment involving the principles underlying its use, of ability to solve problems by scientific procedure, and of social understandings necessary for leadership. Some procedures for evaluating understanding are objective tests, observation, and questioning systematized by a check list, the employment of comprehensive problems, limited use of rating scales, and measurement of creative work in technical fields.—G. E. Bird (R. I. College of Education).

1303. Valentine, P. F. [Ed.] Twentieth century education; recent developments in American education. New York: Philosophical Library, 1946. Pp.

655 + ix. \$7.50.—A symposium of 30 articles contributed by as many different authors, each dealing with an issue or problem in contemporary education. The chapters fall under 5 headings: Theory and Philosophy, Psychology in Education, Science and Education, Education and Society, and The School and its Problems. For individual chapter contributions see 21: 1035, 1038, 1042, 1045, 1055, 1216, 1252, 1260, 1263, 1274, 1279, 1288, 1292, 1293.—*H. Beaumont* (Kentucky).

1304. Votaw, D. F. A comparison of test scores of entering college freshmen as instruments for predicting subsequent scholarship. *J. educ. Res.*, 1946, 40, 215-218.—Three tests—the ACE Psychological Examination, the Cooperative English Examination, and the Use of Library and Study Materials Test—were given to freshmen in Southwest Texas State College. The scores on the library test contributed the greatest weight to the prediction of scholastic success. Comparison of the 1942 class and the 1945 class showed that the latter class, whose high school experience fell within the war period, was inferior in library skills due probably to curtailment of library services during the war.—*M. Murphy* (Pennsylvania).

1305. Welborn, E. L. The scholarship of veterans attending a teachers college. *J. educ. Res.*, 1946, 40, 209-214.—The achievements of veterans and civilians in a state teachers college were compared. The two groups were quite similar except that the veterans were older and more of them were married. The mean ACE centile for veterans was 54, and for civilians 49. The veterans were slightly superior in scholarship, the greatest difference being in professional subjects. Prewar and postwar achievements were compared for those veterans who had prewar attendance. The average improvement of these students was slightly less than three-fifths of a letter grade. In 20% of the cases there was a decline. Amount of improvement was related inversely to prewar scholarship, largely due to the greater relative ease of improving poor marks. Improvement did not seem to be related to ACE score, age, or marital status.—*M. Murphy* (Pennsylvania).

1306. Witty, P. Reply to Mr. Erickson. *J. abnorm. soc. Psychol.*, 1946, 41, 482-485.—Erickson implies that Special-Training-Unit results allow no comparison of Negro-white ability because the Negroes represented a superior selection within their group (see 21: 1262). The S-T-U results are re-examined with emphasis on the similarity of trends of educational opportunity and rejection rates for Negroes and whites. Witty repeats his contention (see 20: 747) that intelligence tests do not predict learning ability of persons with restricted educational opportunity. Negroes and whites classified in each of 4 educational groups made essentially similar progress in training and were much more educable in S-T-U than had been assumed by outsiders.—*C. M. Harsh* (Nebraska).

[See also abstracts 994, 1045, 1055, 1072, 1086, 1171, 1214, 1216, 1237, 1241, 1325.]

## MENTAL TESTS

1307. Altus, W. D. The validity of the Terman Vocabulary for army illiterates. *J. consult. Psychol.*, 1946, 10, 268-276.—In this study, 7,303 illiterate soldiers were given the Terman Vocabulary test along with other tests. Some conclusions are: (1) the Terman Vocabulary test has adequate validity and reliability for the total range of intellect; (2) the test is invalid for bilingual illiterates; (3) it is valid for bilingual illiterates only when intragroup comparisons are made; and (4) there is fairly close agreement between the Wechsler Mental Ability Scale, Form B, and the Terman Vocabulary test.—*S. G. Dulsky* (Personnel Inst., Chicago).

1308. Brogden, H. E. Variation in test validity with variation in the distribution of item difficulties, number of items, and degree of their intercorrelation. *Psychometrika*, 1946, 11, 197-214.—The relation between item difficulty distributions and the "validity" and reliability of tests is computed through use of normal correlation surfaces for varying numbers of items and varying degrees of item intercorrelations. Optimal or near optimal item difficulty distributions are thus identified for various possible item difficulty distributions. The results indicate that, if a test is of conventional length, is homogeneous as to content, and has a symmetrical distribution of item difficulties, correlation with a normally distributed perfect measure of the attribute common to the items does not vary appreciably with variation in the item difficulty distribution. Greater variation was evident in correlation with a second duplicate test (reliability). The general implications of these findings and their particular significance for evaluating techniques aimed at increasing reliability are considered.—(Courtesy of *Psychometrika*).

1309. Coetsier, L. Nieuwe normen bij het intelligentieonderzoek. (New norms for intelligence testing.) Deinze, Belgium: Caecilia Boekhandel, 1945. Pp. 140.—The author reports the construction of a group verbal intelligence test (in Flemish and in French), subject as little as possible to influences of environment and education. The standardization was made on 5,071 boys between the ages of 10 and 18 years. Each age group is a sample in which all forms and levels of teaching as well as the youth of that age no longer going to school are represented in proportion to their actual numbers in the population of the country. The standardization of intelligence tests, by setting up representative age groups, has revealed certain defects in the methods ordinarily used to determine the mental level of adolescents. The authors who for the standardization of their tests exclusively, or chiefly, examine children still going to school, at and after 14 (at which age compulsory education ends in Belgium) study a group which year by year is a more selected one. Certain writers have thus set up averages rising in a straight line for ages up to 19; those averages are in no way representative of the real total of that age. The mental age established by taking those averages as norms is purely fictitious. If we represent graphi-



cally the averages attained by representative age groups, we get a curve which rises rapidly up to 13, shows a strong bend between 13 and 14, then continues to rise, almost unnoticeably, and reaches, toward 16, a ceiling which will no longer be passed. If the result obtained by a child of 14 or more slightly exceeds the average, it does no longer express his intelligence level in years of mental age. For the ages of 10 and over, the intelligence quotient has only a purely fictitious value and may cause error due to the notion of alleged mental age which it implies. Thus, when a boy of 15 has an IQ of 120, it might wrongly be inferred that this is equivalent to a mental age of 18. For the ages considered, the intellectual levels cannot be expressed with any meaning in equivalents of mental age. The norms valid for each age are the averages and the distribution of the results obtained by the representative group of the same age.—R. Pirot (Liège).

1310. Hildreth, G. H. *A bibliography of mental tests and rating scales: 1945 Supplement*. New York: Psychological Corp., 1946. Pp. ix + 86. This is a supplement to the first edition (see 7: 3097) and includes entries which appeared in the addenda to the second edition (see 13: 2744). Included in the more than 1,000 items are tests published since 1939 as well as tests of earlier dates which were not included in the earlier editions.—C. M. Louttit (Sampson).

1311. Hunt, W. A. *The uses and abuses of psychometric tests*. *Kentucky Law J.*, 1946, 35, 38-72.—This article gives an over-all view of the development and significance of intelligence tests. The standardization and content of the Binet-Simon scales and the Stanford-Binet, the relative merits of performance and verbal tests, and the meaning of the IQ are considered. The advantages of the Wechsler-Bellevue Scale as a test of adult intelligence and a description of that scale are included. The deterioration of intelligence with age is noted. The author reviews group tests such as the Army Alpha and Beta and points out their essential features. He explains the meaning of scores and norms and discusses the applicability of intelligence tests for placement purposes and the clinical use of tests, together with factors tending to invalidate test results. Criteria of a good test and ways of detecting malingering in test performance are indicated. The widespread use and acceptance of intelligence tests is thought to be the best practical estimate of their value.—J. J. Kane (Sampson).

1312. L'Archevêque, P. *Le quotient intellectuel et la courbe normale de probabilité*. (The intelligence quotient and the normal probability curve.) *Rev. Psychol., Montréal*, 1946, 1, 92-102.—Test scores, especially at some distance from 100 IQ, are often incomparable. At different ages and at different points on the scale, equal differences are not alike in significance. Assuming zero intelligence to be  $6\sigma$  below the mean, it is suggested that the IQ formula be revised to read  $\frac{6+s}{6} \times 100$ . The re-

sultant score will then be relative and in deviation form, and comparable under all circumstances.—R. W. Husband (Iowa State).

1313. Patterson, C. H. *A comparison of various "short forms" of the Wechsler-Bellevue scale*. *J. consult. Psychol.*, 1946, 10, 260-267.—Five "short forms" of the W-B scale, previously proposed, and two new "short forms" were compared in a single sample of 50 psychiatric patients, in terms of relation to total score, clinical value, and time required for administration. The two new "short forms" are administered in 15-25 minutes, correlate highly with total score, and have considerable diagnostic value.—S. G. Dulsey (Personnel Inst., Chicago).

1314. Wherry, R. J. *Test selection and suppressor variables*. *Psychometrika*, 1946, 11, 239-247.—A theoretical discussion of the factor pattern of predictor test and criterion shows that ordinary test selection methods break down under certain circumstances. It is shown that maximal results may not occur if suppressor variables are present among the predictors. Suggested solutions to the problem include: (1) prior item analysis of tests against the criterion; (2) selection of several trial batteries including some with suppressor variables on the basis of a factor analysis of tests and criterion; (3) modification of the usual test selection procedures to include separate solutions based upon each of several starting variables; or (4) the cumbersome and tedious solution of all possible combinations of predictors. The solutions are recommended in the order named above. Although all of the suggested solutions involve added labor and may not be necessary, the test or battery constructor should at least be aware of the problem.—(Courtesy of *Psychometrika*).

1315. Zuckerman, S. B. *On adult mental age*. *Interne*, 1946, 12, 738-741.—The adult mental age and Wechsler type IQ are briefly explained with reasons why the latter is the preferred measure.—C. M. Louttit (Sampson).

[See also abstract 1198.]

## CHILDHOOD AND ADOLESCENCE

1316. Bernstein, N. *Why Richard dreaded school*. *Understanding the Child*, 1946, 15, 114-117.—This case is discussed under the following headings: the home situation, the school, at the guidance bureau, plan for treatment, and signs of growth.—S. B. Sarason (Yale).

1317. Bond, D. D. *The psychiatrist looks at family life*. *J. Lancet*, 1946, 66, 377-380.—Adult behavior depends largely upon the emotional setting of the family. The child patterns its conduct on the character of a loved parent. Parents often fail to regard the child as a human being, they line the children up in their family quarrels or substitute them for the inadequate mate. Childhood resentments lead to adult hostilities and aggressions. Schools stand second in molding the lives, but teachers should not regard parents as necessary evils and

attempt to separate the child from the parent; they cannot take the place of parents. The child should be taught to attain an emotional maturity and to realize that a long-time goal is more satisfying than quick gratification.—*F. A. Cooksley* (Medical Writing Service).

1318. Deutsch, F., & Nadell, R. Psychosomatic aspects of dermatology with special consideration of allergic phenomena. *Nerv. Child*, 1946, 5, 339-364.—This paper illustrates the psychosomatic factors which are the presuppositions for the development of chronic allergies and related skin conditions. They are formulated as follows: "1. Skin symptoms in earliest childhood, probably originating on a genetic basis. 2. Deviation or fixation of instinctual drives during the earliest psychic development, and fusion of these with the different sense perceptions related to the skin. 3. Complementary neurotic traits of the environment favoring the amalgamation of the psychosomatic entity. 4. Development of a narcissistic and exhibitionistic personality pattern tinged with compulsive neurotic traits."—*G. S. Speer* (Illinois Inst. Tech.).

1319. England, A. O. Non-structured approach to the study of children's fears. *J. clin. Psychol.*, 1946, 2, 364-368.—Three groups of children were given pencils and paper in a group situation and were asked to draw what they felt were the most important events of their lives. The groups consisted of 97 children in the seventh and eighth grades in a middle class school, 15 mentally retarded boys, and 36 institutionalized girls of whom 21 were sex delinquents. The proportion of fear drawings was least in the defective group, equal in the normal and sex-delinquent groups, and greatest in the institutionalized but not delinquent group. All groups expressed fear of falling as their most frequent fear. Using this technique, the fears of children 10 to 14 years of age are still concrete rather than imaginary fears.—*L. B. Heathers* (Univ. Washington).

1320. Frankel, E. B. The social relationships of nursery school children. *Sociometry*, 1946, 9, 200-225.—A comparison of sociometric and time sampling techniques of studying the social relationships of children indicates that the two methods measure related aspects of the same phenomena in that the same general rankings and same friendships are demonstrated by either technique. It is recommended that both methods of investigation be used in experimentation. Some attempt was made to study the variables affecting social relationships. It was shown that factors related to personality development contribute more than any purely objective variable studied.—*G. A. Kimble* (Brown).

1321. Gerard, M. W. Bronchial asthma in children. *Nerv. Child*, 1946, 5, 327-331.—Five asthmatic children have been studied and treated with psychoanalysis. All of them presented basic conflicts, revealing in fantasy and play an exaggerated fear of separation from the mother. There appears to be "strong evidence that the specific emotional condition of the patient is at least of equal importance to

the allergic sensitivity in the production of asthmatic attacks."—*G. S. Speer* (Illinois Inst. Tech.).

1322. Hardcastle, D. N., & Hardcastle, E. M. K. The future of the child guidance clinic. *Med. Pr.*, 1946, 216, 342-345.—The operation of today's child guidance clinic is exemplified with two problem children. Reports obtained from the psychiatrist, psychologist, and psychiatric social worker in these two cases are typical of the findings in cases before the clinic. In as much as the problem behavior of the child stems so often from parental and sibling relations, the authors believe the ideal future of the child guidance clinic will be "largely prophylactic in helping parents to understand the bringing up of their children and the early referral of problems beyond their control."—*F. C. Sumner* (Howard).

1323. Hsueh, M. T. A Chinese boy and a child guidance clinic. *Understanding the Child*, 1946, 15, 110-112.—This is a report on how a Chinese child guidance clinic handled a particular case.—*S. B. Sarason* (Yale).

1324. Hummon, I. F., Jr. Outlook for the cerebral palsied child. *Crippled Child*, 1946, 24, No. 4, 7-9.—With increased public interest, the physical, social, educational, and psychiatric training of the cerebral palsied child are increasing in facilities and effectiveness.—*G. S. Speer* (Illinois Inst. Tech.).

1325. Jersild, A. T., & others. Principles of child development as applied to the curriculum. *Teach. Coll. Rec.*, 1946, 48, 160-177.—A chapter of the authors' *Child Development and the Curriculum* (see 21: 939).

1326. Kugelmass, I. N. Growing superior children. (Rev. ed.) New York: D. Appleton-Century, 1946. Pp. xvi + 590. \$5.00.—In this edition (see also 10: 6040) new material has been added to the chapters on child development, hygiene, nutrition, disease prevention, and treatment. There are suggestions and information about the care, management, and feeding of children from before birth to adolescence.—*V. Nowlis* (Iowa).

1327. Leatherland, L. Helping the baby through the temporary foster home. In [Taft, J.] *The role of the baby in the placement process*. Philadelphia: Pennsylvania School of Social Work, 1946. Pp. 42-66.—It is desirable that the temporary foster home be utilized to facilitate the baby's psychological development and to prepare him for subsequent adjustment to another home. The worker should strive to provide proper perspective and to give psychological support to both the baby and the foster parents, so that the inevitable separation can be made as painlessly as possible. Practical suggestions are illustrated by excerpts from case records.—*G. G. Thompson* (Syracuse).

1328. MacDonald, J., & Gilbert, C. Social adjustment of hypothyroid children. *Smith Coll. Stud. soc. Work.*, 1946, 17, 1-31.—"... this study shows that hypothyroid patients are very likely to arrive at an adequate social adjustment if their I. Q. level reaches at least 50. Naturally, this adjustment



depends somewhat upon intelligence, and it does not become thoroughly 'normal' until an I. Q. level of 70 is reached. In the childhood years the attitudes of the parents plays a very important part in determining degree of adjustment, but this factor becomes less important as late adolescence and young adulthood are reached."—*M. R. Jones* (Iowa).

1329. Pearson, G. H. J. The psychic effect of pertussis: report of a case. *Nerv. Child*, 1946, 5, 316-326.—Description of a case illustrating the development of marked intrapsychic difficulties as the result of pertussis and its management by the parents.—*G. S. Speer* (Illinois Inst. Tech.).

1330. Pile, F. M. Helping the baby to move into an adoption home. In [Taft, J.] *The role of the baby in the placement process*. Philadelphia: Pennsylvania School of Social Work, 1946. Pp. 67-99.—In adoption the agency's first responsibility should be to the child whose future is being permanently planned. Optimal psychological growth occurs when the child moves into an adoption home as an active participant in placement. "It is for this reason that our present custom is for babies to go with the adoption worker to the room where they will find their new parents"—rather than have the new parents come to the baby. Excerpts from case records are presented to illustrate the importance of active participation by the baby in the adoption procedure.—*G. G. Thompson* (Syracuse).

1331. Reza, T. A contribution to the study of the genesis of psychosomatic disorders. *Nerv. Child*, 1946, 5, 305-315.—"The first years of life are characterized by the maturing of organic structures and establishment of the corresponding functions. Emotional development and psychosomatic disorders in the small child are closely related to his experience in the sphere of his developing functions and to his emotional experience in the field of interpersonal relationships, particularly the mother-child relationship." Several factors must be considered in the genesis of psychosomatic symptoms: constitutional or acquired make-up, the mother's attitude, faulty relationships, and inadequate environmental possibilities.—*G. S. Speer* (Illinois Inst. Tech.).

1332. Reynolds, E. L. Sexual maturation and the growth of fat, muscle and bone in girls. *Child Developm.*, 1946, 17, 121-144.—*L. Long* (City College, New York).

1333. Robinson, E. F. Doll play as a function of the doll family constellation. *Child Developm.*, 1946, 17, 99-119.—"The present study has as its purpose, generally, to determine the effects of using in a projective play situation dolls which represented the child's own family constellation, as compared with a standard set of dolls; and, specifically, to examine the extent, kind, and direction of aggression, the amount and type of thematic play, and the frequency of identification under these experimental conditions." The 50 subjects ranged in age from 3 to 6 years. The number of signs suggesting identification was greater among those subjects playing in the situation which

represented the child's own family constellation than among those subjects playing in the standard situation. The kind and amount of aggression did not differ significantly between the 2 groups.—*L. Long* (City College, New York).

1334. Sandels, S. Om intelligensmätningar av barn i förskoleåldern enligt Terman-Merrills skala, L-formen. (The use of the Terman-Merrill scale for measuring intelligence of preschool children, Form L.) *Tidskr. Psykol. Pedag.*, 1942, 1, 65-72.—The author tested 500 children attending a kindergarten in Norrköping, Sweden. The average IQ was 107 (Terman-Merrill 104.8), probably due to the fact that all the children lived in a city. The extreme values were better separated by the scale than the intermediate ones. A tendency to get higher IQ's for younger children was clear. The age group 4-5 was considerably higher than the same group of American children, but the age group 7 was considerably lower. The author found an interesting correlation between IQ and physical development. A comparison between IQ and the nutrition index, i.e., height and weight, showed the most intelligent children to be nutritionally superior. A comparison between different social groups showed a higher IQ among the children with parents from a socially and economically higher group, but the highest as well as the lowest individual values were found in the lowest social group. A comparison between children according to size of family showed the eldest, inclusive of the only child, to have the highest IQ and children in families with one or two children with considerably higher IQ's than those from families with many children. Bibliography.—*C. Ellwyn* (Chicago).

1335. Simon, C. T. Speech training for cerebral palsied children. *Crippled Child*, 1946, 24, No. 4, 20-21; 30-31.—Speech training of cerebral palsied children has been neglected, but recent studies show that their speech can be improved. Improvement in speech for these children is necessary for satisfactory educational progress and adequate economic and social life.—*G. S. Speer* (Illinois Inst. Tech.).

1336. Slochower, M. Z. Experiments on dimensional and figural problems in the clay and pencil reproductions of line figures by young children: I. Dimension. *J. genet. Psychol.*, 1946, 69, 57-75.—Children, ranging from 5 to 10 years of age, were tested in groups of from 12 to 54 for their reproduction of 8 models, using clay, paper and pencil, and Tinker Toys. Clay results were in accordance with predictions of two- and three-dimensionality based on figural gestalt rules. "As to object dimensions the clay results of the younger children differed from expectations in many respects. The clay results of the 9½ to 10 year olds and the Tinker Toy results of the younger children, were, for the most part, in good agreement with expectations based on the structure of the models." (See also 21: 1337.)—*R. B. Ammons* (Denver).

1337. Slochower, M. Z. Experiments on dimensional and figural problems in the clay and pencil

reproductions of line figures by young children: II. Shape. *J. genet. Psychol.*, 1946, 69, 77-95.—Children, ranging from 5 to 10 years of age, were tested in groups of from 12 to 54 for their reproduction of 8 models, using clay, paper and pencil, and Tinker Toys. (See also 21: 1336.) Analysis of results was made as to faithfulness of reproduction of shape, and shape changes. "From the results as to two and three-dimensionality, faithful reproductions, changes toward improved structure (increase in symmetry, parallels and right angles, and decrease in sub-wholes and parts of sub-wholes), we feel that the general statement may be made that the results show grasp of the visual patterns presented and a tendency to improve the structure wherever possible. The differences which occur between models and reproductions can be traced to this general tendency rather than to haphazard, irregular mistakes due to mere mechanical inability in copying."—R. B. Ammons (Denver).

1338. Smith, M. F. The integration of agency service in placement of babies. In [Taft, J.] *The role of the baby in the placement process*. Philadelphia: Pennsylvania School of Social Work, 1946. Pp. 7-41.—The integration of the different departments and facilities of a baby-placement agency is discussed with special emphasis on the psychological needs of the infant, the parents, and the foster parents. According to this philosophy the agency should maintain fixed and essential limits, but should provide opportunity for freedom of movement within these limits. Placement should be considered as a series of events designed to meet the developing needs of the baby.—G. G. Thompson (Syracuse).

1339. Sontag, L. W. Some psychosomatic aspects of childhood. *Nerv. Child*, 1946, 5, 296-304.—Some of the most important ways in which the psychosomatics of childhood are peculiar to that period of life are: certain aspects of behavior and function may be affected by a modification of the fetal environment; there may be a larger somatic component

of response to environmental impact; emotional factors may influence nutrition and thus body maintenance and growth; the limited social environment may lead to a heightened emotional relationship with parents, fluctuations of which are readily expressed as changes in behavior and somatic function; changes in somatic function may be used to secure more attention; irregularity in rates of growth may make for difficulties in adjustment; deviations in body form, size, or function may make emotional adjustment to other children difficult; the mother's emotional attitude may be affected by the child's unattractive appearance; the training program may lead to rebellions somatically expressed; the energy level may be very important in determining the child's response to an apparently hostile environment; and physical illness may be responsible for prolonged behavior and somatic functional changes. Most of the common psychosomatic diseases of the adult do not often occur in infancy.—G. S. Speer (Illinois Inst. Tech.).

1340. Stanland, M. Educational achievements of parents and abilities of children. *Proc. Inst. Child Res. Clin. Woods Schs.*, 1945, 12, 47-58.—The highest grade reached in school by parents is related to the ability scores on the Stanford-Binet. A correlation of 0.31 was found between these two variables. The subjects were 158 children, who ranged in age from 4 to 16 years; the median IQ for the group was 74. Attention is called to the marked spread of intelligence test scores among the children of the better educated parents.—L. Long (City College, New York).

1341. [Taft, J., Ed.] *The role of the baby in the placement process*. Philadelphia: Pennsylvania School of Social Work, 1946. Pp. 113. \$0.85.—37-item bibliography. See 21: 1327, 1330, 1338.—G. G. Thompson (Syracuse).

[See also abstracts 1019, 1037, 1071, 1089, 1098, 1105, 1112, 1136, 1139, 1158, 1159, 1174, 1176, 1178, 1191, 1222, 1278, 1279.]



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